DOCUMENT RESUME

ED 212 184 HE 014 528

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TITLE Technical Manual for the Institutional Self-Study Guide on Sex Equity.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Washington, D.C. Inst. for Neighborhood Initiatives.
SPONS AGENCY Carnegie Corp. of New York, N.Y.
PUB DATE [81]
NOTE 106p.
AVAILABLE FROM American Institutes for Research in Behavioral Sciences, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Administrator Guides; *Affirmative Action; College Faculty; College Students; Critical Incidents Method; *Employment Practices; Equal Education; Equal Opportunities (Jobs); Evaluation Methods; Females; Higher Education; *Institutional Research; Personnel Policy; Research Design; *Self Evaluation (Groups); Sex Discrimination; *Sex Fairness; Women Faculty; *Womens Education

ABSTRACT

Technical information about the Institutional Self-Study Guide (ISSG) on Sex Equity, which was developed to help postsecondary educational institutions change to achieve sex equity, is presented. The ISSG was developed for three audiences: chief executives of colleges and universities, regional accreditation agencies, and women and their advocates on campuses and in professional associations. The empirical development of the ISSG began with the collection of critical incidents that illustrate discrimination against or in favor of women or especially equitable treatment. Critical incidents were collected from: a literature review; a review of legal precedents; a study of complementary efforts taking place elsewhere; interviews with more than 200 observers knowledgeable about the treatment of women as students and employees in postsecondary institutions; and a mail survey to which more than 100 other knowledgeable observers responded. Information is presented on the inductive development of categories and items, a field test of the draft self-study guide, and reactions to the self-study guide as a tool for voluntary self-assessment. Findings from the field test of the draft ISSG, which is appended, are presented that pertain to: conditions, policies, and practices affecting sex equity for students, faculty, and staff; and the social-educational climate affecting these groups. The final derived set of categories and a summary of the perceived inequities are presented, along with a summary of the item content, principles underlying the items, and examples from the critical incident study. (SW)

ED212184

TECHNICAL MANUAL

FOR THE

INSTITUTIONAL SELF-STUDY GUIDE

ON SEX EQUITY

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OVERVIEW

Women today are in the majority as students on American college and university campuses, earning half the bachelor's and master's degrees conferred each year, as well as an increasing number of professional degrees. Although women now dominate higher education as students, in other respects equity in higher education has proven difficult to attain. Despite their numbers, women students continue to experience sex discrimination in housing, health care, athletics. Some experience sexual harassment as well. For women seeking or holding positions as faculty, administrators, or other professional staff, discrimation has occured in hiring, promotions, tenure decisions, salary, and fringe benefits. To document their case, women professionals can point to the fact that their numbers in the academy have increased only minimally over the past decade, although the numbers of women students would imply a need for more women teachers, role models, and mentors. One faculty member described the situation at her institution vividly by pointing out, "There is one male faculty member here for every six male students, and one female faculty member for every fifty female students."

Attempts to enforce women's rights through legal means have created tedious bureaucratic monitoring procedures, and they have produced resistance to what institutional leaders

may see as unwarranted government intrusion. Court suits against colleges and universities, alleging sex discrimination, have gone from one appeals court to the next, often lasting years, consuming large quantities of money and time, and leaving both plaintiffs and defendants exhausted.

At the same time, there is considerable evidence to suggest that most postsecondary institutional leaders are sincerely interested in increasing sex equity in education and employment. Many institutional leaders have expressed their concern for equity for women students and employees. They have provided resources and encouragement to aid in the development of women's centers, women's studies programs, and continuing education programs for women. They have encouraged faculties and administrators to hire more women as professional employees. Many institutional leaders have admitted in conversation that, despite their own receptivity to change, they do not fully understand what the conditions, policies, and practices are that maintain inequities, and that additional resources and guidelines would be welcome.

The development of this Institutional Self-Study Guide (ISSG), funded by a grant from the Carnegie Corporation of New York, was a response to the perceived need for guidelines to facilitate voluntary institutional change to achieve sex equity. Unlike other guides that have been

developed to assist postsecondary institutions achieve compliance with anti-discrimination legislation, the ISSG guidelines were based on an empirical study of perceptions of discrimination. The guidelines may be described as solutions to address the problems of perceived inequities, regardless of whether or not those inequities are illegal. Many of the items do have legal implications, however, and the ISSG as a whole should assist institutions in complying with anti-discrimination legislation, though its usefulness by no means depends on the future of current laws.

The ISSG was developed for three audiences. First, it was written for chief executives of colleges and universities, based on the premise that institutional leaders such as presidents, vice-presidents, and deans can, will, and must express their active support for sex equity in education and employment.

Second, the ISSG was developed to assist regional accreditation agencies to assess the degree of sex equity in their member institutions and to assist member institutions in carrying out effective self studies.

Third, the ISSG was developed for women, including minority and older women, and for their advocates on campuses and in professional associations. It reflects the belief that responsible women's networks can be invaluable

allies for institutional leaders, not only by providing reliable information on equal opportunity concerns and permitting these to be addressed informally and peacefully, but also by collaborating with institutional leadership in identifying and providing needed resources.

In developing the ISSG, project staff were assisted by a distinguished advisory panel whose members include:

- Dr. Maria Chacon
  Senior Research Associate, Center for Research on Women, Stanford University
- Ms. Sara Engelhardt
  Secretary
  Carnegie Corporation of New York
- Dr. Judith Gappa
  Associate Provost
  San Francisco State University
- Dr. Garry Hays
  Chancellor
  Minnesota State University System
- Dr. Suzanne Howard
  Educational Consultant
- Dr. Thurston E. Manning
  Director, North Central Association of Colleges and Schools
- Dr. Mary Rowe
  Special Assistant to the President
  Massachussets Institute of Technology
- Dr. Bernice Resnick Sandler
  Director, Project on the Status and Education of Women, Association of American Colleges
- Dr. Nancy Randolph
  Special Assistant to the President
  Harvard University

- Ms. Donna Shavlik
  Associate Director, Office of Women
  American Council on Education

- Dr. Margaret Wilkerson
  Director of Women's Studies
  University of California, Berkeley

The members of the advisory panel went far beyond the usual role of such panels by suggesting format and content for the ISSG and by providing reviews of each of its many drafts. It is hoped that the ISSG does justice to their efforts. It should be noted, however, that the opinions expressed do not necessarily reflect the position of the advisory panel or of Carnegie Corporation of New York.

The following sections explain in detail the methodology used to develop the ISSG. Appendix A shows the distribution of responses by the field test institutions to the draft ISSG. Appendix B presents examples of perceptions of inequity in the education and employment of women in postsecondary institutions, keyed to the categories of the finalized self-study guide. Appendix C summarizes the item content, presents the principles that underlie the items in each category, and illustrates perceived inequities with sample accounts. A complete bibliography is included also.

An Empirical Study of Perceptions of Sex Discrimination

The empirical development of the ISSG began with the collection of critical incidents that illustrate discrimination against or in favor of women or especially equitable treatment. Critical incidents were collected from:

- a literature review
- a review of legal precedents
- a study of complementary efforts taking place elsewhere
- interviews with more than 200 observers knowledgeable about the treatment of women as students and employees in postsecondary institutions
- a mail survey to which more than 100 other knowledgeable observers responded.

Each activity is explained in further detail below.

Literature Review. The literature review encompassed studies of:

- recently published monographs and books on the status of women in higher education
- newsletters published by the Project on the Status and Education of Women of the Association of American Colleges; the Association for Women in Science; Division 35 (Psychology of Women) of the American Psychological Association; PEER; SPRINT, a project of the Women's Equity Action League; and AERA/SIG Women, a special interest group of the American Educational Research Association
- all issues of the Chronicle of Higher Education, published weekly, from April 1979 to April 1980
- all issues of Higher Education Daily from April 1979 to April 1980

- selected issues of Comment, published under the auspices of the American Council on Education through 1980 and more recently under the auspices of the University of California at Santa Barbara.

- popular media, such as Psychology Today and Ms. magazine.

Legal Precedent Review. This encompassed a study of:

- selected court cases filed under Executive Order 11375, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972

- all open cases involving charges of sex discrimination against postsecondary institutions in the WEAL Fund files

- the telephone counseling records kept by the WEAL Fund from 1978 to April 1980

- selected amicus briefs, amicus curiae, and consent decrees.

Complementary Efforts. A variety of complementary studies was identified and, where possible, copies of the products from these studies were obtained. These included:

- the RAND report, "Mechanisms for the Implementation of Civil Rights Guarantees by Educational Institutions," by Hill and Rettig (1980)

- "The Quality of Women's Education at Harvard University: A Survey of Sex Discrimination in the Graduate and Professional Schools," prepared by the Women Students' Coalition at Harvard University (1980)

- the report on the sexual harassment of students in colleges and universities, "Sexual Harassment" by Till (1980) of the National Advisory Council of Women's Educational Programs

- a needs assessment survey of 1,000 women scholars in the San Francisco Bay area conducted by the Center for Women Scholars under the direction of Mary Spenser (1980).

Interviews with Key Observers. Telephone or face-to-face interviews were conducted with key observers knowledgeable about the treatment of women in higher education. These observers included presidents, deans, and other administrators; current, former, and prospective faculty; undergraduate, graduate, and reentry students; researchers in non-profit organizations; women's advocates in professional associations; policy makers in government; and plaintiffs and attorneys. In a modification of the procedure, other knowledgeable observers were sampled by mail. Interviewees and survey participants were told:

> We are trying to develop an understanding of factors affecting sex equity in postsecondary education institutions. We are interested in all types of behaviors or events that may affect equity for women, both as students and employees. This includes behaviors or events that involve the actions of individual faculty, counselors, administrators, or others, as well as those involving institutional policies and practices. It includes discriminatory actions in favor of women, as well as discrimination against women and especially equitable actions. It includes discriminatory actions that are in violation of law. It also includes subtle discrimination, non-actionable discrimination which is not in violation of law, but which may constitute a powerful barrier to equity for women.
>
> Would you please take a few minutes to think back over the past year. As you do this, concentrate on your observations of specific situations in which you, a person you observed, or a group you observed, at a college or university, was discriminated against, in favor of, or received especially equitable treatment.

Respondents were asked to describe each example in detail, indicating who was involved, what led up to the incident, what the outcome was, and why they believed it was discriminatory or equitable.

Inductive Development of Categories and Items

More than 1,000 critical incidents were collected from the sources discussed above. When data collection was completed, the incidents were analyzed according to the critical incident technique. The project director read each example and assigned it to one of several categories of equitable or inequitable conditions, policies, or behaviors. A senior researcher at the American Institutes for Research and a member of the Advisory Panel worked independently of one another to assign a random sample of 100 incidents to the final set of categories that had been derived. Interjudge reliability was greater than 95 percent among the project director, the senior researcher, and the Panel member, which indicated that the category set was reliable.

Sets of self study items were then prepared, based on the derived categories and their constituent conditions, policies, or behaviors. Item writing was guided by the following criteria:

- Items should address the concerns of undergraduate and graduate students, part-time and full-time students, faculty, administrators, or professional staff studying or employed at postsecondary institutions that confer bachelor's, master's, or doctoral degrees.
- Items must be infused with concern for all women, including older women and minority women, but will not address problems of these groups that are not related to sex equity.
- Items will represent solutions proposed to address the perceived inequities. They will cover a broad range of subtle and overt, individual and institutional, intentional and unintentional, formal and informal practices, with and without legal implications.

- Items should clearly describe equitable conditions, policies, and practices. Creating awareness of equitable practices and policies will greatly increase the possibility that change will be achieved.

- Items should have considerable face validity, so that it will be readily apparent why the condition, policy, or behavior being addressed was considered inequitable.

- Items must be related to phenomena that are modifiable through institutional efforts.

- To the extent possible, the changes proposed by items should be those that can be implemented at low cost, but some high cost changes may have great potential for increasing equity, and high cost will not be a basis for excluding items.

- Solutions proposed by items should be universally or broadly applicable to diverse institutional settings, including large and small institutions, research universities, liberal arts colleges, co-educational institutions, and women's colleges.

- Groups of items and each category in the ISSG should have written rationales that explain the perceived problems in each area and how the item content addresses these.

- Items should be answerable by well-informed institutional officials without burdensome data-gathering.

A Field Test of the Draft Self-Study Guide

Selection of the Sample. A stratified random sample of thirty postsecondary institutions across the country was chosen and invited to participate in a field test of the draft ISSG in the spring of 1981. Twenty institutions agreed to participate. Project staff made site visits to 19 of these, and one participated through a telephone interview. The demographic characteristics of the participating institutions are shown in Table 1.

TABLE 1

DEMOGRAPHIC CHARACTERISTICS OF FIELD TEST INSTITUTIONS

Northeast	20%
Southeast	25%
Midwest	25%
West	30%
Public	65%
Private	35%
Research university (conferring doctorate)	55%
Comprehensive college/ university (conferring master's degree)	20%
College (conferring bachelor's degree)	25%
Nonsectarian	90%
Religious	10%
Coeducational	90%
Women's	10%

Three copies of the draft ISSG were mailed to the chief executive of each institution. The draft ISSG was in the form of a single book with three sections:

- Conditions, Policies, and Practices Affecting Sex Equity for Students
- Conditions, Policies, and Practices Affecting Sex Equity for Faculty and Staff
- Social-Educational Climate Affecting Students, Faculty, and Staff.

Senior officials were asked to respond to one copy of the ISSG and to invite selected faculty and staff to complete the other copies.

Who Responded. In accordance with the instructions, participating institutions took various approaches to answering the draft ISSG. Some completed only one copy, others completed multiple copies. Some asked a single person to complete all the sections, while others asked different respondents to answer different sections. Some made the process of responding to the ISSG part of group discussion involving differing perceptions, while others instructed respondents to answer alone.

Of the 20 participating institutions, 18 submitted a single coordinated institutional report. Senior and mid-level officials who prepared coordinated reports included presidents, vice-presidents, provosts, deans, and affirmative action officers. Of the two institutions that did not provide an institutional report, one explained that the response alternatives did not

allow them to show the diversity of their schools and departments, and the other was in a period of transitional leadership. Seven institutions invited selected faculty and staff to respond to additional copies of the ISSG. These respondents included department chairpersons, chairpersons of faculty senates, directors of women's centers, and directors of women's studies.

Equity Related Conditions, Policies, and Practices Disclosed by the Field Test. To the extent that the institutions participating in the field test are representative, they show interesting contrasts in higher education. On one hand, women as students dominate the campuses, ranging from 40 to more than 60 percent at co-educational institutions. They were often half the graduate students and many of the professional students. One elite university reported that 20 percent of its engineering students, 30 percent of its medical students, and 50 percent of its law students were now women. Other universities made similar reports.

At the same time, as shown in Table 2, field test responses indicated the need for an increase in programs and practices that support sex equity. Two-thirds of the institutions had child care facilities available to students and employees, but only one said that it had enough openings to accommodate all requests. Seventy-two percent of the institutions had issued a formal policy statement against sexual harassment, but only 39 percent reported having well-defined procedures for responding to

TABLE 2

ILLUSTRATIVE PROGRAMS AND PRACTICES
SUPPORTIVE OF SEX EQUITY

Program or Practice	Yes	No[1]
Child care on campus available to all students and employees	72%	28%
Sufficient openings to accommodate all requests	6%	94%
Women's Center	56%	44%
Continuing Education Center	67%	33%
Center for Research on Women	61%	39%
Commission on the Status of Women	39%	61%
Women's Studies Program	22%	78%
Women's Studies courses within traditional departments	89%	11%
Formal policy statement against sexual harassment	78%	22%
Well-defined procedures for responding to sexual harassment	39%	61%
Problem of sexual harassment documented through surveys, hearings, meetings, and other methods	28%	72%
Institutional leadership and women's networks collaborate to modify institutional conditions, policies, and practices	44%	56%

(n = 18) (Twenty institutions received the draft ISSG. Eighteen responded with a comprehensive report.)

[1]Includes "not applicable" responses.

instances of sexual harassment. These responses document the need for guidelines to facilitate voluntary institutional change to enhance sex equity in education and employment.

Reactions to the Self-Study Guide as a Tool for Voluntary Self-Assessment. The draft ISSG elicited both positive and negative reactions, which seemed to vary as a a function of the perceived legitimacy and importance of sex equity as a campus issue. The presidents and provosts who were interviewed by site visitors generally viewed equity as an important issue, and saw the ISSG as a helpful tool for motivating and directing change, especially if accompanied by peer pressure from accreditation agencies. Women's advocates on campuses, including directors of women's studies, directors of women's centers, and directors of continuing education indicated their support also, and several said that they were planning to follow some of the ISSG's recommendations on their own.

Negative reactions were most often expressed by mid-level administrators, including deans, department chairpersons, and program directors, though many staff at this level also reacted positively. Those who reacted negatively cited high enrollments of women students as evidence that their institutions were equitable and did not need to change. The resistance of these administrators to discussions of equity and inequity, particularly in regard to employed women, makes clear how important it is that senior administrators express their own strong support for equity to legitimate the issue for others.

The many constructive comments and suggestions made by administrators, faculty and staff at participating institutions provided the basis for revisions of the draft ISSG. These included:

- Differentiating the instrument into six separate booklets, each further divided into topics
- Revision in item content and organization
- Strengthening the focus on the needs of minority as well as majority women for sex equity
- Developing explicit instructions for use of the ISSG.
- Identifying possible respondents for each section

CATEGORIES AND ITEMS OF THE INSTITUTIONAL SELF-STUDY GUIDE ON SEX EQUITY

The final ISSG on sex equity consists of six sections. The introductory section discusses briefly the purposes of the ISSG in improving equity for women in American academic institutions. Instructions on the use of the ISSG complete the introduction. The five remaining sections constitute the self-study instrument. These are:

I. Conditions, Policies, and Practices Affecting Sex Equity for Students

II. Conditions, Policies, and Practices Affecting Sex Equity for Faculty

III. Conditions, Policies, and Practices Affecting Sex Equity for Administrators

IV. Conditions, Policies, and Practices Affecting Sex Equity for Staff

V. Social-Educational Climate Affecting Students, Faculty, Administrators, and Staff.

All items represent proposed problem solutions to address perceptions of inequity in each category. The final derived set of categories and a summary of the perceived inequities grouped in each are shown in Appendix B. Appendix C summarizes the item content, elaborates the principles underlying the items, and provides examples from the critical incident study.

Several recurrent themes may be noticed in the item content:

Many items call for the use of explicit written criteria in decision making. In admissions, hiring, promotions, tenure, or salary, consistently applied, explicit written criteria can not only prevent sex inequities in decision making, but can also protect individuals and institutions against allegations of arbitrary and capricious action.

Many items call for accountability of all personnel involved in decisions that affect admissions, employment, promotion, tenure, salary, etc., to the Academic Council, the Equal Opportunity Committee, or other central administrative units. Accountability can also help prevent sex inequities.

Many items call for reporting mechanisms and procedures that enable students and employees to report concerns without delays and complications, loss of confidentiality, or reprisal. By specifically delegating an individual or an office with responsibility for receiving and responding to student and staff concerns, an institution can prevent escalation into formal grievance or legal action.

An institution does not need to gather new data to answer the ISSG, but many items do suggest that an institution should collect and review data on relations between the variables of sex, race, age, and handicap on one hand and applications, admissions, attrition, graduation, financial aid, course

enrollments, employment, contract renewals, promotions, tenure, salary, and fringe benefits on the other hand. By studying data on itself, an institution can detect sex inequities in conditions, policies, and practices.

Many items call for remedial action where necessary. As will be apparent from the items, many remedies can be implemented at low cost.

A major focus of the ISSG is on reduction of subtle discrimination. The subtle barriers have been described by Rowe (1977) as "micro-inequities" that "may not even be identified, much less protested," but "like the dust and ice in Saturn's rings," are important "because taken together they constitute formidable barriers to equity for women." The subtle forms of discrimination most often reported included the following:

- Condescension: The apparent refusal to take women seriously as students or colleagues, expressed through posture, gesture, and tone of voice.
- Role Stereotyping: Implicit expectation of behavior that conforms to sex role stereotypes, such as passivity and deference in demeanor, and choices of traditional courses and careers.
- Sexist Comments: Expressions of derogatory beliefs about women, such as the sentiments that women are inferior, lacking in originality, not sufficiently serious, not intelligent, and a "distraction."
- Hostility: Avoidance, expressions of annoyance, resentment, anger, and jokes and innuendoes at the expense of women.
- Exclusion: Unintentional and intentional oversights denying women access to events (e.g., departmental

parties) where information needed for upward mobility may be informally exchanged.

- Denial of Status and Authority: The covert refusal to acknowledge a woman's position or scope of authority (e.g., bypassing of a woman staff member by subordinates who report instead to her superiors).

- Invisibility: Failure to recognize the presence or contributions of women (e.g., in course content).

- Double Standards: Differential evaluations of behavior as a function of sex (e.g., viewing a man's non-academic experience as "enriching" and that of a woman as indicating "lack of focus").

- Tokenism: The discretionary inclusion of one or only a few women (e.g., as committee members or speakers).

- Divide and Conquer: The use of tactics that maximize the distance of women from each other (e.g., informing a woman that she is superior to other women or minorities in ability and achievement).

- Backlash: The rejection of women and men who support efforts to improve the status of women (e.g., by forgetting to include them in departmental functions).

Subtle discrimination occurs during classroom instruction, in counseling, and in the interactions of faculty, administrators, and staff among themselves and with students. These forms of discrimination reduce the quality of the educational experience for students and the quality of work experience for staff. Although micro-inequities are not usually taken into courts of law, a basic premise of the ISSG is that they are subject to modification. It is important to educate members of the postsecondary community about the nature of these behaviors and about ways that these behaviors can be avoided in interactions with students and staff.

The ISSG is offered to the postsecondary community with the understanding that there are many institutional types and needs and, therefore, many paths to equity. No institution is expected to respond positively to all suggestions, because not all may be congruent with its mission, viewed as improving educational equity for that institution, or financially feasible. It is hoped, however, that the ISSG will assist postsecondary institutions to define specific, tangible goals for increasing sex equity in employment and education, to establish priorities, and to measure progress toward specific goals. More generally, it is hoped that the ISSG will initiate and direct efforts that will enable postsecondary institutions to serve as models of positive social change for other institutions in American society.

APPENDIX A

INSTITUTIONAL SELF STUDY GUIDE

ON SEX EQUITY

FIELD TEST EDITION

January 1981

The study from which this document has emerged is supported by a generous grant from the Carnegie Corporation of New York. Staff were assisted in the development of the guide by a distinguished Advisory Panel. The content of the guide, however, has resulted from a nationwide survey of perceptions of discrimination in postsecondary institutions, and does not necessary reflect the position or policy of the Carnegie Corporation or the Advisory Panel, and no official endorsement should be inferred.

Project Director: Karen Bogart, Ph.D.
Project Associates: Jude Flagle, Marjory Marvel, Claudelle Miller, Barbara Rodabaugh
Internal Advisor: Steven Jung, Ph.D.

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INTRODUCTION

Over the past decade, American women have greatly increased in educational aspiration and attainment, with the result that women today are the majority of American college and university students, earning half the bachelor's and master's degrees awarded each year. Yet the degrees earned by women continue to be concentrated in the lower status, lower salaried occupational areas that women have traditionally dominated; regardless of educational level or occupational choice, women continue to be unemployed, underemployed, and underpaid by comparison with men. Moreover, the gaps between the sexes in income and occupational status are actually increasing, despite the movement for educational equity in the schools and the passage of antidiscrimination legislation intended to guarantee both sexes equality of opportunity in education and employment. The increased aspirations and educational attainment of women notwithstanding, it is becoming increasingly clear that substantial change in the status of women will require change in the institutions that educate and employ them and that sometimes counsel them into traditional courses of study and careers and deny them equitable employment, promotions, compensation and fringe benefits.

Postsecondary educational institutions, in their dual role as educators and employers, are in a unique position to serve as agents of social change in enhancing the educational, occupational and economic status of women. But efforts to produce compliance with antidiscrimination laws that focus on statistics of (1) females employed or enrolled and (2) facilities (generally, athletic facilities) devoted to the participation of one sex are not likely to produce sex equity. While these statistics are fairly easy to obtain and report, they do not speak directly to the conditions, policies and practices that cause perceptions of discrimination. Moreover, postsecondary institutions are understandably wary of formal regulatory efforts and can justifiably contend that numbers cannot tell the whole story, citing mitigating circumstances.

There is considerable evidence to suggest that most postsecondary institutions are sincerely interested in trying voluntarily to reduce or eliminate institutional sex discrimination. This interest is illustrated by the many innovative programs already in progress at many colleges and universities and by expressions of concern for equity by educational leaders. However, institutions actively seeking to make changes to enhance the status of women often lack information about conditions, policies and practices that are perceived by women to be discriminatory and that may not be illegal.

The development of this self study guide on sex equity for postsecondary educational institutions, funded by a generous grant from the Carnegie Corporation of New York, represents a response to the perceived need for guidelines to facilitate voluntary efforts at institutional change. In the development of this guide, project staff have been assisted by a distinguished Advisory Panel whose members include:

- Ms. Sara Engelhardt, Secretary, Carnegie Corporation
- Dr. Judith Gappa, Associate Provost, San Francisco State University

- Dr. Garry Hays, Chancellor, Minnesota State University System
- Dr. Suzanne Howard, Educational Consultant and Associate of the Feminist Press
- Dr. Thurston E. Manning, Director, North Central Association of Colleges and Schools
- Dr. Mary Rowe, Professor of Economics and Assistant to the President on Women and Work, Massachusetts Institute of Technology
- Dr. Bernice Sandler, Director of the Project on the Status and Education of Women, Association of American Colleges
- Dr. Margaret Wilkerson, Director, Women's Center, and Lecturer, University of California at Berkeley

In addition to the Advisory Panel, staff have been assisted by two outstanding special consultants: Dr. David Fox, Director of the Office of Research and Evaluation, City College, City University of New York; and Dr. Anne Steinmann, President, Maferr (Male-Female Role Research) Foundation.

It is hoped that the self study guide when finalized will do justice to the suggestions and the encouragement provided by members of the Advisory Panel. At the same time, it should be noted that the opinions expressed are not necessarily those of the Advisory Panel or of the Carnegie Corporation of New York.

The self study guide has been developed to meet the following criteria:

In scope, the self study guide on sex equity addresses conditions, policies, and practices affecting undergraduate, graduate, and reentry students; part-time and full-time students; faculty, administrators, and other professional staff studying or employed at postsecondary institutions conferring bachelor's, master's, or doctoral degrees. Underlying the decision to focus the self study guide on both students and staff is the belief that there cannot be sex equity for students unless there is also sex equity for staff.

The guide's content is based on interviews with 150 key observers knowledgeable about the treatment of women in postsecondary institutions, including chancellors, presidents, deans, and other administrators; current, former, and prospective faculty; undergraduate, graduate, and reentry students; researchers in nonprofit organizations; women's advocates in professional associations; policy makers in government; plaintiffs and attorneys. Interviewees represent Black, Hispanic, Native American, Asian, and White populations. The interviews have been supplemented by a mail survey of other knowledgeable observers; literature review; legal precedent review; and identification of complementary efforts taking place elsewhere. All activities have searched for reports of incidents representing actual behaviors or events perceived to discriminate against or in favor of women in postsecondary institutions or to represent especially equitable treatment. This

approach refects the rationale that compliance with the law is a necessary but insufficient condition to produce equity for women and that many conditions, policies, and practices are perceived by women to be discriminatory, although they are not illegal.

The category set and item content emerging from this empirical study cover a broad range of subtle and overt, individual and institutional, intentional and unintentional, and formal and informal practices, both legal and nonlegal in implication. A major focus of the content is on identifying and eliminating subtle discrimination, or what Rowe (1977)* has termed "micro-inequities," that "may not even be identified, much less protested," but are important "because, taken together, they constitute formidable barriers to equal opportunities for women." At the same time, although based on the study of perceptions of inequity rather than an analysis of legal mandates, many of the items have legal implications, and the self study guide as a whole should assist an institution to comply with current laws. Additionally, although each item addresses itself only to sex equity, many items will be useful in assessing ethnic/racial equity as well.

Designed both as a measurement instrument and educational tool, the guide employs an easy-to-use checklist format intended to identify conditions, policies, and practices that are (a) modifiable through institutional efforts, (b) modifiable at low cost, (c) broadly applicable, and (d) aimed at enhancing equity for women without creating inequities for another group. The instrument is targeted to a primary audience of key institutional officials, since these individuals have the greatest power to effect positive change. However, change may be best achieved by a collaborative process that stimulates discussion among the many diverse interests that characterize a college or university campus. It is thefefore hoped that schools or departments within an institution, faculty groups, women's groups, minority groups, and student groups will have an opportunity to respond to the self study guide and participate in the process.

This institutional self study guide on sex equity is offered to the postsecondary community with the realization that there are many institutional types and needs and hence many paths to equity, and with a reminder that all items are based on a study of perceptions of inequity and not on the law. No institution will be expected to respond positively to all items, since not all options may be congruent with its mission, or viewed as enhancing educational quality for that institution, or financially feasible. At the same time, it is hoped that the guide will assist postsecondary institutions in defining tangible and specific goals to enhance sex equity, establishing priorities, and measuring progress toward their goals. More generally, it is hoped that the guide will initiate and direct efforts toward changes that will enable postsecondary institutions not only to improve the status of women and other historically disadvantaged groups, but also to serve as models of voluntary social change for other institutions of American society.

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* Rowe, M. Saturn's Rings II. In P. Bourne & V. Parness (Eds.), Proceedings of the NSF Conference on Women's Leadership and Authority. Santa Cruz: University of California, 1977.

INSTRUCTIONS

This guide employs a checklist format. Each section begins with a topic rationale that presents the perceived problems in that area. The item rationales that follow discuss potential solutions. Item response alternatives are "Yes," "No," and "Not Applicable." In those cases where "Not Applicable" is chosen, we ask that a brief written explanation accompany the response. The equitable answer is the affirmative response as measured by the perceptions of key observers knowledgeable about the treatment of women. Since many institutions may be attempting to address the problems cited herein with other and perhaps better solutions, an open-ended "Other" category has been added to many items. Feel free to devise "Other" categories as necessary where they do not appear.

NOTE

The usual number of respondents for the items in the draft ISSG was 18. Not all institutions answered all the items, however, and we have indicated this as follows:

* = (n=16)

** = (n=17)

Exceptions are noted with the particular items.

CONDITIONS, POLICIES, AND PRACTICES AFFECTING SEX EQUITY FOR STUDENTS

STUDENT ACCESS

Rationale for Topic: Access to higher education is influenced by complex factors, several of which may have implications for sex equity. For example, there may be undergraduate and graduate quota systems that require women to have higher grades for admission. Or there may be assumptions about appropriate areas of study for men and women that may exclude women from admissions to certain types of institutions or from enrollment in courses and programs in mathematics, science, engineering, or business. There may be a reluctance to admit women because they are perceived as less serious or capable than men, particularly at the graduate level. There may be adherence to traditional structure, especially regarding class scheduling, residency requirements, and transfer of credit, which may make access difficult for older students, many of whom are women. Questions regarding institutional change to increase access of men and women are not easily answered and the answers may vary, depending on institutional type and need. In addressing such questions, an institution should review its mission, the level and quality of its services, and their availability to prospective students.

Admissions, Undergraduate Study

Rationale for Items 1-6: Institutions should periodically review their undergraduate admissions criteria and their rationales, as well as their impact on the number of men and women who apply and are admitted, in order to detect and eliminate sex bias in the admissions process.

Yes	No	NA		
61.1	16.6	22.2	1.	Have undergraduate admissions officers or committees been provided with written guidelines intended to eliminate sex discrimination in the admissions process?
88.8	5.55	5.55*	2.	Are statistics compiled annually on the number of men and women by race, ethnicity and age who apply and the number who are admitted?
			3.	If yes, are these statistics used for
87.5	6.25	6.25*		a. Dissemination to the affirmative action officer and other institutional officials responsible for equitable admissions practices?
61.1	16.6	22.2		b. Development or revision of standardized admissions procedures and policies?
50.0	44.5	5.55	4.	Are undergraduate admissions practices reviewed annually for possible sex bias?

Yes	No	NA	
50.0	38.8	11.1	5. Does your institution prepare special brochures or other materials that describe your educational programs and services for women and that are aimed at recruiting women?
77.7	5.55	11.1	6. Have all of your general recruiting materials been reviewed to ascertain non-bias and equal representation of men and women in text and photographs?

Admissions, Graduate Study

Rationale for Items 7-10: Admission to graduate status is rarely awarded on the basis of objective criteria alone. Typically, candidates for graduate study are evaluated by faculty committees on such general qualities as promise of success and fitness or potential for making contributions to a chosen field, in addition to other academic qualifications. For women, these judgments may include considerations of marital status and whether or not they are serious about careers. While subjective evaluation cannot and should not be eliminated from the graduate admissions process, institutions can maintain safeguards against the improper or inequitable use of subjective judgments.

41.17	47.05	11.7**	7. Have all faculty and other staff representatives who are involved in evaluating candidates for graduate study been provided with guidelines for eliminating sex related criteria in assessing the competence or promise of candidates for graduate study (such as the inappropriateness of judgments based on marital status or that employ different criteria for men and women)?
62.5	25.00	12.5*	8. Are statistics compiled annually on the number of men and women by race, ethnicity and age who apply for admission to graduate standing in each department and the institution as a whole, and the number who are admitted?
			9. If yes, are these statistics used for
80.0	20.0	____	a. Dissemination to the affirmative action officer and other institutional officials responsible for equitable admissions practices?

Yes	No	NA		
55.0	45.0		b.	Development or revision of standardized admissions procedures and policies?
62.5	31.25	6.25*	10.	Are graduate admissions practices reviewed annually for possible sex bias?

Admissions, Reentry Students

Rationale for Items 11-14: Postsecondary education traditionally has been structured to meet the needs of younger, full-time students with few or no outside responsibilities. In recent years, there has been an increasing trend for older adults, including women whose education may have been interrupted or delayed by marriage and family responsibilities, to seek admission to undergraduate and graduate study as full-time or part-time students. By increasing flexibility in study and degree requirements, many institutions have removed barriers to reentry, while offsetting recent declines in general enrollment.

	94.45	5.55	11.	Is admission to undergraduate or graduate programs restricted for men or women on the basis of age?
			12.	Does your institution
83.33	16.66		a.	Allow part-time study?
77.77	22.22		b.	Allow residency requirements to be fulfilled through part-time study?
66.6	22.2	11.1	c.	Schedule required courses so that they are easily accessible to part-time and nonresidence students (e.g., in large blocks of time)?
22.2	77.7		d.	Offer a weekend college?
65.6	27.7	5.55	e.	Give credit for correspondence or extension study?
44.4	55.5		f.	Recognize experiential learning (e.g., by awarding credit for experiential learning or by allowing students who demonstrate experiential learning to waive requirements for certain courses)?
83.3	11.1	5.55	g.	Administer standardized tests to enable transfer students to obtain credit for courses they do not need?
			h.	Other _____

Yes	No	NA		
62.5	25.0	12.5*	13.	Do time limits allowed for transfer of credit take account of the interrupted educational pattern of many students?
77.7	16.6	5.5	14.	Do time limits allowed for degree completion take account of the interrupted educational pattern of many students and/or the need of many students to study part-time?

THE EDUCATIONAL ENVIRONMENT

Rationale for Topic: Sex role socialization has taught women to "know their place" in American society, lowering their self esteem and limiting their aspirations to the lower status, lower salaried occupational areas that women have traditionally dominated. But the fact that more women are entering postsecondary institutions than ever before is encouraging. It offers postsecondary institutions a unique opportunity to play a major role in reversing the effects of earlier sex role stereotyping on individual aspirations and achievement through its educational programs, extracurricular activities, honors and awards.

Educational Programs

Rationale for Items 1-3: Postsecondary institutions can improve educational quality by offering courses and programs that include content about women; by recognizing the contributions of both men and women to all academic disciplines; and by identifying and eliminating sex bias from language and course content.

Yes	No	NA		
			1.	Does your institution offer any or all of the following?
22.2	72.2	5.55		a. A women's studies program at the graduate level.
88.8	11.1			b. Women's studies courses within traditional academic departments.
77.7	16.6	5.55		c. Modified traditional courses that include content of interest to both men and women.
44.44	50.0	5.55	2.	Are departmental curricula (including reading assignments, lectures, audiovisual materials) periodically reviewed to ascertain that scholarship by both men and women in the field is represented, and that content about men and women is included?
29.4	70.5**		3.	Are departmental curricula periodically reviewed for sex bias in language and content?

Rationale for Items 4 and 5: Enrollment of women in postsecondary institutions has been increasing, and as many women as men now earn bachelor's and master's degrees. But the degrees of women continue to be concentrated in the lower status, lower salaried occupational areas that they have always dominated. Postsecondary institutions can increase access to courses and degrees in such traditionally masculine and higher status, higher salaried occupations as mathematics, science, and engineering.

Yes	No	NA		
55.5	33.3	11.1	4.	Has your institution studied the distribution by gender of enrollment in courses and programs in all departments?
			5.	Have efforts been made to increase enrollment of women in nontraditional courses and programs by
55.5	38.8	5.55		a. Offering courses and programs to remedy deficiencies in preparation for college level work in mathematics and science?
58.8	35.2	5.88**		b. Offering programs designed specifically to attract women into mathematics, science, engineering, or business?
				c. Other _____

Rationale for Item 6: Postsecondary institutions with continuing education as a mission should be aware of the continuing education needs and interests of reentry women. These include displaced homemakers without prior college experience as well as women with advanced degrees who have been out of the work force for a time and working women seeking career change. A variety of courses and programs can address their needs.

			6.	Does your institution, through its Continuing Education Program or otherwise, offer courses and programs that take account of the needs of reentry women at both undergraduate and graduate levels by
64.7	23.5	11.7		a. Offering job-oriented courses and programs for students without advanced degrees seeking to enter the work force as older adults?
50.0	38.8	11.1		b. Offering refresher courses for students who have advanced degrees but have been out of the work force for a time?
11.1	72.2	16.6		c. Offering grants to reentry students with advanced degrees for research?
72.2	16.6	11.1		d. Offering seminars and workshops for working women seeking career change, intended to familiarize them with opportunities for undergraduate and graduate training?

Yes	No	NA	
76.4	5.8	17.6**	e. Offering credit/noncredit workshops and courses to improve basic skills in reading, writing, mathematics, science, class communication and time management?
52.9	29.4	17.6**	f. Coordinating basic skills and refresher courses with reentry and regular academic programs?
61.1	22.2	16.6	g. Offering special programs to enable women to make the transition back to school?

Rationale for Items 7-9: Student and faculty relationships are as important as course content in determining educational quality. Both men and women need the support and validation provided by mentors and role models to enhance their sense of belonging to the institution and affirmation within a chosen field.

7. Has your institution fostered the development of positive relationships between students and the faculty by

100**			a. Employing both men and women as faculty in all or most departments?
75.0	18.7	6.25*	b. Sponsoring informal social gatherings for students and faculty?
23.5	64.7	11.76**	c. Conducting training sessions for faculty intended to increase sensitivity to the needs of all students for mentors and role models, opportunities for research collaboration with faculty, participation in seminars and other activities conferring academic prestige?
41.1	47.0	11.7**	d. Providing training and/or written materials for students, intended to encourage them to take an active role in seeking out mentors and to develop the skills needed to establish a mentor relationship with a member of the faculty or staff?

e. Other _____

55.5	38.8	5.55	8. Has your institution made identifiable efforts to discourage sex bias in teacher-student classroom interactions, for example, by inquiring about possible sex bias in routine student evaluations of courses?

Yes	No	NA		
88.8	5.55	5.55	9.	Do institutional mechanisms (e.g., ombudsperson or written procedures) exist for receiving and responding to expressions of concern regarding possible sex bias in faculty-student relationships?

Rationale for Items 10-13: Since grading and evaluation are often based on subjective judgments, they should be reviewed periodically for evidence of sex bias. Although faculty may not discriminate intentionally, unintended differences in evaluation as a function of gender are possible, especially in nontraditional subject areas where faculty may not be accustomed to female students.

11.7	70.5	17.6**	10.	Is there a periodic review of grading and evaluation for potential disparities between men and women students?
22.2	66.6	11.1	11.	Is there a periodic review of ease of progress towards degree completion for potential disparities between men and women students?
6.25	43.75	50.0*	12.	If disparities in grading and evaluation or ease of progress towards degree completion have been identified, are these evaluated for the possibility of sex bias?
25.0	18.75	56.25*	13.	If sex bias has been demonstrated, have remedial actions been taken?

Extracurricular Activities

Rationale for Items 14-17: Extracurricular activities develop skill and competencies that aid occupational success. Opportunities to participate fully in these activities may contribute as much to educational quality as access to courses and programs. One of the most important extracurricular activities offered by postsecondary institutions is athletics. Sports participation teaches strategy planning, cooperation, and teamwork. Although institutions vary widely in emphasis on athletics, every institution can assure equal access of students to its own program.

14. Are the following facilities, programs, and benefits available to men and women student athletes in proportionately equitable (that is, proportionate to level of interest and ability) levels?

77.7	11.1	11.1	a. Provision and maintenance of equipment and supplies. (Consider quality, amount, suitability, and availability.)

Yes	No	NA	
70.5	5.8	23.5**	b. Scheduling of games and practice times. (Consider number of competitive events, number and length of practice opportunities, time of day practice is scheduled, opportunities to engage in pre- and post-season competition.)
70.5	5.8	23.5**	c. Travel, accommodations, and per diem expenses. (These include: modes of transportation, quality of housing and dining arrangements, per diem allowances, and length of stay before and after events.)
82.3		17.6**	d. Opportunity for students to receive coaching and academic tutoring. (Take into account relative availability of full-time, part-time, and assistant coaches and graduate assistants if applicable, availability of tutoring, and procedures and criteria for obtaining tutorial assistance.)
76.4	5.88	17.6**	e. Assignment and compensation of coaches and tutors. (Consider equivalence of training, experience, and professional standing; for coaches, rate of compensation, duration of contracts, conditions relating to contract renewal, nature of duties, working conditions, release time; for tutors, hourly rate of payment, pupil loads per season, qualifications and experience.)
70.5	11.7	17.6**	f. Provision of locker rooms, practice and competitive facilities. (Include quality and availability, exclusivity of use, maintenance, and preparation of facilities for practice and competitive events.)
82.3		17.6**	g. Provision of medical and training facilities and services. (Consider availability of medical personnel and assistance, insurance coverage, availability and quality of weight training, and conditioning facilities, and availability and qualifications of athletic trainers.)
64.7	5.88	27.7**	h. Provision of housing and dining facilities and services (such as laundry facilities or services, parking space, and maid service.)

Yes	No	NA		
81.25	6.25	12.5*	i.	Publicity. (Consider availability and quality of sports information personnel, access to other publicity resources, quantity and quality of publications and other promotional devices.)
60.0	19.99	19.99 (n=15)	15.	Are coaches or other professional athletic personnel in the programs serving male and female athletes provided with proportionately equal opportunities to recruit?
70.5	17.6	11.7**	16.	Are proportionately equal amounts of administrative, secretarial, and clerical assistance provided to men's and women's athletic programs?
81.25	6.25	12.5	17.	Are policies and practices in effect that handle all student and staff requests or grievances concerning disparities in the institution's general athletic program?

Rationale for Items 18-20: Student government, student newspaper, and other extracurricular activities provide students with opportunities to develop skill and competencies in leadership and management, as well as to acquire self esteem and confidence in relationships with others. Postsecondary institutions can encourage all students to aspire to positions of leadership in extracurricular activities and assist them to perform successfully.

88.8	5.55	5.55	18.	Are all extracurricular activities open to both men and women?
66.6	27.7	5.55	19.	Have identifiable efforts been made by your institution to encourage women to pursue extracurricular activities, including participation in student government, student publications, and other activities?
61.1	33.3	5.55	20.	Have identifiable efforts been made by your institution to encourage women to take a leadership role in extracurricular activities, such as becoming student president or editor of the student newspaper or other publications?

Honors and Awards

Rationale for Items 21-22: Outstanding academic or extracurricular performance is often recognized by awards and invitations to accept membership in honorary societies. Not only do memberships in honor societies and awards highlight academic or extracurricular achievement but they also increase

opportunities to attain important educational and occupational goals, including acceptance in graduate or professional school and employment. Postsecondary institutions have a responsibility to ensure that both men and women students are equally eligible for awards and memberships in honorary societies.

Yes	No	NA		
77.7	11.1	11.1	21.	Are all honor societies sponsored by your institution open to both men and women students?
83.3		16.6	22.	Are the criteria for acceptance in honor societies identical for men and women?

FINANCIAL AID

Rationale for Topic: Any student may be denied access to higher education on the basis of lack of financial aid. Sex inequities occur when financial aid is differentially awarded on the basis of gender related criteria. For example, there are cases where women have been denied student loans because of their anticipated lower potential for paying them back; where men have been awarded graduate fellowships while equally qualified or superior women were awarded assistantships; and where account has not been taken of the greater financial obligations of older students, who are increasingly women, in evaluating financial aid applications.

Rationale for Items 1-10: In administering financial aid programs, it is an institutional responsibility to ensure that students are aware of all potential sources of aid and that the limited resources are fairly distributed by commonly applied standards of need or ability.

Yes	No	NA		
94.45	5.55		1.	Are students notified of all available financial aid and the criteria of eligibility for each type of aid through the catalog or other student publications?
77.7	11.1	11.1	2.	Is financial aid available to both full-time and part-time students?
22.2	66.6	11.1	3.	Is financial aid as readily available to part-time as full-time students?
83.3	5.5	11.1	4.	Is financial aid counseling available both to full- and part-time students?
88.8	11.1	11.1	5.	Are a variety of communication channels (e.g., posting in continuing education center, publication in campus newspaper, dissemination of student brochures) used to inform all students of the availability of financial aid counseling and the types of aid for which counseling may be available?
61.1	16.6	16.6	6.	Does your institution offer athletic scholarships for women?
70.5	23.5	5.8**	7.	Are child care costs taken into account in assessing financial need?
			8.	Are statistics compiled annually on the number of men and women who apply for and receive each of the following types of financial aid?
94.1		5.8		a. Undergraduate scholarships.

Yes	No	NA	
94.1	5.8**		b. Undergraduate or graduate loans.
83.3	5.5	11.I	c. Work study aid.
62.5	12.5	25.0	d. Graduate fellowships.
58.8	11.76	29.4**	e. Graduate traineeships.
64.7	11.76	23.5**	f. Teaching assistantships.
66.6	27.7	5.55	g. Research assistantships.

9. Are these statistics used for the following purposes

66.6	27.7	5.55	a. Dissemination to affirmative action officer or to other institutional official responsible for equitable distribution of financial aid?
61.1	27.7	5.55	b. Development or revision of standardized procedures and policies for awarding financial aid?
43.75	50.00	6.25*	10. Are reviews conducted annually to determine the possibility of sex bias in decisions and practices related to financial aid awards?

COUNSELING AND GUIDANCE

Rationale for Topic: Counseling and guidance includes several types of institutional activities: personal counseling, advising students about appropriate courses and fields of study, and preparing students for entry into careers. Barriers to equal opportunity may arise when counseling and guidance are influenced by sex role stereotypes and expectations. For example, there are cases where women students have been advised that careers and advanced degrees are not important for women; that women cannot or should not combine careers with marriage and family; that they should not pursue nontraditional careers. This advice may discourage women from continuing their studies, reduce their access to graduate programs, or propel them into traditional courses of study and careers.

Rationale for Items 1-8: Institutions can increase equity in counseling and guidance by providing or fostering a range of services and by awareness training intended to sensitize staff to the needs and concerns of different groups of women.

Yes	No	NA		
			1.	If your institution provides academic and/or departmental advisors, are these individuals furnished with written guidelines that encourage equitable treatment of men and women advisees by
11.7	70.5	17.6**	a.	Recommending that advisors spend equal amounts of time with men and women?
70.5	23.5	5.8**	b.	Encouraging women to pursue their interests, whether such interests focus upon traditionally male dominant courses of study and careers or studies related to women?
64.7	23.5	11.7**	c.	Advising women as well as men to pursue graduate study where merited by interest and ability?
58.8	23.5	17.6**	d.	Advising women as well as men with deficiencies in math or science training to take at least one college-level course in each area?
			2.	If your institution provides personal counseling and guidance services, do the services include
100.0**	____	____	a.	Psychiatric and/or psychological counseling which takes account of the needs of women?
83.3	____	16.6	b.	Peer counseling with services especially for women or reentry women?
94.45	____	5.55	c.	Groups for women, such as reentry or minority women?

Yes	No	NA		
94.45	____	5.55	d.	Developmental workshops and seminars (study/math skills, time management, enhancing reading/math skills, problem solving skills, assertiveness/leadership training, physical fitness)?
			e.	Other _____
			3.	If your institution provides career planning and/or career placement services, do these include
100.00	____	____	a.	Information contacts with other community services that provide relevant counseling on career preparation (fields of study, apprenticeships, degrees, etc.) for nontraditional occupations?
100.0	____	____	b.	Job information (brochures, magazines, etc.) on nontraditional occupations?
72.2	22.2	5.55	c.	Special programs for the purpose of assisting students to enter/reenter nontraditional occupations?
77.7	16.6	5.55	d.	Workshops on overcoming math anxiety?
			e.	Other (specify) _____
94.45	5.55	____	4.	Are counseling and guidance services fully described to students in the college catalog or other student bulletin?
88.8	11.1	____	5.	Are there orientation sessions for new students in which the institution's counseling and guidance services and procedures are fully explained?
27.7	61.1	11.1	6.	Are there inservice training programs to sensitize faculty, administrators, and counseling staff to the academic, personal, and career needs of women?
50.0	33.33	16.6	7.	Are records kept of the relative number of men and women who utilize academic, personal, and career planning services?
43.7	25.0	31.2*	8.	Are these records reviewed annually to determine whether student needs are being adequately served and to determine areas of need for remediation?

SUPPORT SERVICES AND FACILITIES

Rationale for Topic: The probability that students will complete, continue or resume their education is strongly influenced by available support services and facilities. Many colleges and universities offer a variety of courses and educational programs for different groups of students, but the opportunities to take advantage of these courses and programs may be reduced by inadequate support services and facilities.

Rationale for Items 1-14: Types of support services and facilities increasing access for women and other students include child care services, information and referral, and a variety of other space allocations providing opportunities for informal social support as well as counseling and guidance, preventative measures designed to enhance campus safety, and comprehensive health care.

Yes	No	NA		
66.6	27.1	5.55	1.	Does your institution have child care services on campus?
38.8	22.2	38.8	2.	Are the services available to all students and employees?
5.5	61.1	33.3	3.	Are child care services offered in the evening as well as the daytime, to accommodate the needs of students who study at night?
5.5	55.5	38.8	4.	Are sufficient openings available to accommodate all requests for service?
44.4	11.1	44.4	5.	Are all child care services subsidized at least in part by the institution?
77.7	16.6	5.5	6.	Is information and referral provided to off campus child care services?
44.4	38.8	16.6	7.	Is information about child care services and facilities publicized regularly through channels likely to reach students, such as the campus newspaper and newsletters associated with the Women's Center or Continuing Education Center?
			8.	Has your institution made some major space allocations in support of women, for example, by having any of the following?
55.5	38.8	5.5		a. A Women's Center or Women's Support Center.
47.0	41.1	11.7**		b. A Women's Lounge.

Yes	No	NA		
	94.45	5.55		c. A Women's Dining Room.
27.7	66.6	5.55		d. A Continuing Education Center (a designated space other than the Women's Center).
41.1	58.8**			e. A Center for Research on Women (or similarly titled research center with a primary focus on women).
41.1	58.8**		9.	Does your institution have a Commission on the Status of Women or similar mechanism?
86.6	13.7 (n=15)		10.	Are institutional resources for women supported at least in part by institutional funds?
			11.	Has your institution taken any of the following preventative measures to enhance campus safety?
88.8	5.5	5.5		a. Nighttime escort services.
61.1	27.7	11.1		b. Campus wide nighttime bus service.
83.3	16.6			c. Adequate lighting throughout the campus at night.
61.1	38.8			d. Campus wide emergency telephone system connecting directly to the police.
52.9	47.0**			e. Emergency alarm system at isolated locations.
76.4	23.5**			f. Self defense courses which take account of the special needs of women.
94.1	5.8**			g. Information sessions, short courses, and/or published materials on campus safety and rape assault prevention which take account of the special needs of women.
72.2	27.7			h. Comprehensive rape protocols and training for medical and patrol services who deal with rape victims.
94.45	5.55		12.	Has your institution conducted an overall assessment of campus security needs?

CONDITIONS, POLICIES, AND PRACTICES

AFFECTING SEX EQUITY FOR STAFF

FACULTY AND STAFF ACCESS

Rationale for Topic: Although many women have sought employment as faculty and staff in postsecondary institutions, their opportunities for access have been limited. This has been especially true of full-time, tenurable, and senior appointments. In part, this reflects the fact that there are few positions available to men or women at a time when enrollments are declining and institutional operating costs are increasing. But it may also reflect advertising, recruitment, and hiring practices that may have a more adverse effect on one gender than the other. For example, women are often not part of the informal networks through which many men are recruited for positions, search committees may not know how to identify qualified women, and ranking procedures may operate to their disadvantage. On the positive side, many of the strategies that have been used successfully to identify qualified men, such as networks, can and have been extended by some institutions to include women.

Rationale for Items 1-10: Institutions receiving federal funds have to show specific plans and timetables to increase access of women staff in departments, programs, and offices where they are underrepresented. Although not a requirement for other institutions, plans and timetables can represent a helpful point of departure for efforts to increase access of women.

Yes	No	NA		
100.0			1.	Does your institution periodically gather baseline information on gender distribution across administrative levels, faculty ranks, and other professional staff positions?
94.45	5.55		2.	Has your institution developed plans to increase access of women in departments, programs, and offices where they may be inadequately represented?
50.0	44.4	5.55	3.	Have groups such as the Commission on the Status of Women and the Equal Opportunity Committee participated in the development of these plans?
72.2	27.7		4.	Are the plans in writing?
66.6	27.7	5.55	5.	Have the plans been distributed to all departments, programs, and offices of the institution?
58.8	41.1**		6.	Are the plans available to potential applicants on request?
58.8	35.2	5.88	7.	Does your institution take strong action with departments, offices, and programs that do not show evidence of coming into compliance with the plans?

Yes	No	NA		
61.1	38.8		8.	Do the plans set goals for central administration and other offices, programs, and departments of the institution as to the number of women to be employed at each administrative, faculty, or other professional rank and as hourly workers?
61.1	27.7	11.1	9.	Are these goals based on explicit criteria such as the principle of representation in proportion to the number of women holding the doctorate in a given field or in the national market?
55.5	33.3	11.1	10.	Do the goals include timetables for their attainment?

Advertising

Rationale for Items 11-13: A variety of efforts can be made to increase the percentage of women represented in a pool of applicants. For example, positions can be advertised in channels likely to reach professional women. Additionally, networking can be used to make contact with individuals and organizations able to recommend women.

11. Does your institution

72.2	27.7		a.	Seek recommendations for women administrators from the National Identification Program of the American Council on Education and/or other networks?
83.3	16.6		b.	Seek recommendations for women faculty, researchers, counselors, librarians and other professional staff from the women's caucuses associated with various professional associations, either at state or national levels?
94.45	5.55		c.	Advertise position openings in channels likely to reach women, such as the newsletters disseminated by the women's caucuses associated with various professional associations, at state or national levels?

Yes	No	NA		
			12.	With regard to published position openings advertised in professional journals and magazines, does your institution suggest or require that
94.45	5.55		a.	Position descriptions are written to emphasize the skills and competencies actually needed to do the job?
94.45	5.55		b.	Position descriptions are written in terms general enough to allow a range of applicants to apply, rather than with such specificity that only one or a few candidates may be eligible?
88.8	5.55	5.55	c.	Position openings are advertised in professional journals and magazines only if there is intent to hire from the pool of qualified respondents?
94.1	5.88**		d.	Position descriptions are reviewed and approved by an appropriate authority, such as the affirmative action officer, before being advertised?
93.7	6.2*		e.	Position descriptions are not changed without revising and recirculating the recruitment materials?
64.7	17.6	17.6**	13.	Does your institution take strong action if departments, offices, or programs are found to engage in false advertising?

Recruitment

Rationale for Items 14-20: Depending on the position to be filled and the institution, recruitment may be the responsibility of a staff member or a search committee. Whether a committee or an individual staff member is charged with responsibility for recruitment, guidance may be needed to ensure that interviewing and evaluation are conducted in such a manner as to increase access of women.

5.55	77.7	16.6	14.	Where a search committee is used in recruitment, is one member of the committee specifically delegated with responsibility for identifying and recruiting women candidates?
83.3	16.6		15.	Where recruitment is the responsibility of a staff member, is that individual held accountable for identifying and recruiting both men and women candidates?

Yes	No	NA		
50.0	44.4	5.55	16.	Is there systematic use of networks to identify women candidates?
61.1	27.7	11.1	17.	Are efforts made to ensure that all candidates interviewed for a position are asked the same questions?
94.45	5.55		18.	Are final decisions on appointments the responsibility of an administrator, such as the dean or department chairperson, rather than of a committee?
66.6	22.2	11.1	19.	Are decisions regarding candidates to be interviewed, evaluation of interviewees, and setting of terms and conditions of employment based on explicit written criteria?
64.7	35.2		20.	If yes, are efforts made to ensure that the criteria for employment are applied consistently to men and women?

Hiring

Rationale for Item 21: Efforts should be made to ensure that different types of appointments are offered equitably to men and women. This includes appointments as faculty, administrators, research associates and other staff; part-time and full-time appointments; temporary and permanent appointments; junior and senior appointments.

			21.	Are departments, programs, and offices required to report on the following?
88.8	11.1			a. Distribution of position offers by sex and rank.
88.8	11.1			b. Distribution of actual hires by sex and rank.
61.1	27.7	11.1		c. Terms and conditions of employment by sex and rank.

Rationale for Items 22-26: Some policies unintentionally may discriminate against women, although originally adopted in an effort to increase fairness in hiring. For example, antinepotism policies may discriminate against women. (In addition, such policies may represent a potential loss of talent to the institution.) So may policies against hiring an institution's own graduates. Finally, monitoring may be needed to ensure that whatever rules and regulations the institution does have are uniformly applied to both men and women candidates for positions.

Yes	No	NA		
52.9	29.4	23.5**	22.	Does your institution encourage employment of spouses, except where there is conflict of interest through a direct supervisory relationship?
100.0			23.	Does your institution permit hiring its own graduates?
31.2	68.7*		24.	Where departments have a policy against hiring their own graduates for several years, can another department hire the graduate?
44.4	33.3	22.2	25.	Are spouses permitted to share a single faculty appointment?
100.0			26.	Does your institution monitor advertising, recruitment, and hiring practices of its departments, programs, and offices to ensure that rules and regulations pertaining to hiring are uniformly applied to both men and women candidates for positions?

THE REVOLVING DOOR

Rationale for Topic: More women than men may revolve through the doors of postsecondary institutions without ever becoming candidates for tenure or being promoted. They leave both nonvoluntarily and voluntarily. Women may leave nonvoluntarily because they are hired into nontenurable appointments, fired, denied contract renewals, and subjected to layoffs. These actions may be taken more frequently against women, for example, where layoffs are based on seniority since women are often the newest members of the staff. Women may also leave voluntarily because of subtle discrimination.

Rationale for Items 1-9: Postsecondary institutions may be able to reduce the differential attrition of staff as a function of gender by issuing guidelines or taking other preventative measures to discourage inequities related to retention, nonrenewal, and resignation, by studying the effectiveness of these guidelines on attrition rates, and by taking remedial action where needed.

Yes	No	NA	
			1. Does your institution take preventative measures to discourage the differential attrition of staff as a function of gender by
70.5	29.4**	____	a. Requiring the elaboration of explicit written criteria by which staff performance is evaluated?
83.3	16.6	____	b. Advising or requiring annual staff evaluations in person and/or in writing, of all professional staff?
94.45	5.55	____	c. Suggesting that staff evaluations be used as opportunities for frank discussions of the perceived strengths and weaknesses of a staff member and of the prospects for continued employment or tenure?
55.5	44.4	____	d. Encouraging administrators and supervisors to take on the role of mentor to junior women staff, not only for the purpose of increasing the junior staff member's opportunities for employment at the institution but also for the purpose of assisting the junior staff member to strengthen qualifications for employment elsewhere when necessary?
100.0	____	____	e. Providing training and professional development opportunities, such as ad hoc assignments, internships, and attendance at conferences and workshops?

Yes	No	NA		
94.45	5.55		f.	Identifying institutional officials by name and title responsible for receiving and responding to staff concerns regarding continued employment?
			g.	Other _____
44.4	55.5		2.	Does your institution have written guidelines to discourage differential attrition of staff as a function of gender?
50.0	16.6	33.3	3.	Are these guidelines distributed to all departments, offices and programs?
27.7	27.7	44.4	4.	Are these guidelines provided all staff on their initial employment by the institution?
			5.	Are departments, programs, and offices required to report on the distribution by gender of the following types of information?
41.1	41.1	17.6**	a.	Contract renewals and nonrenewals.
50.0	38.8	11.1	b.	Layoffs and recalls.
44.4	44.4	11.1	c.	Suspensions.
44.4	44.4	11.1	d.	Dismissals.
44.4	50.0	5.5	e.	Forced resignations.
50.0	44.4	5.5	f.	Voluntary resignations.
50.0	33.3	16.6	6.	Does the academic council or other central administrative unit study the distribution by gender of the attrition patterns of its departments, programs, and offices?
27.7	27.7	44.4	7.	If needed, has the institution taken remedial action to reduce the differential attrition of staff as a function of gender by having an institutional official or other expert work with departments, offices, and programs to study and remedy conditions, policies, and practices influencing attrition?
55.5	45.5		8.	Where layoffs are necessitated by the fiscal situation of the institution, do determinations include criteria of merit as well as seniority?

Yes	No	NA	
100.0	_____	_____	9. Are there easily accessible institutional mechanisms (e.g., ombudsperson, other dispute mediator, or written procedures) for formal or informal appeal of contract renewal, suspension, or dismissal decisions?

STAFF DEVELOPMENT

Rationale for Topic: Postsecondary institutions may offer fewer professional development opportunities to women than men without intending to do so. Factors that have been described by women as limiting their professional development include: few opportunities to receive advice and support from a mentor who is a senior member of the faculty or staff, few opportunities to establish collegial relationships through research collaboration and other activities, teaching asignments limited to lower division courses, many committee assignments, and few opportunities to attend conferences for professional development. These factors may contribute to a staffing pattern in which women faculty and staff are concentrated in junior positions while men dominate professorships and senior administrative appointments.

Rationale for Items 1-4: Academic judgments that are related to hiring, promotion, and tenure cannot be influenced directly. Yet many factors that affect these judgments can be modified. For example, efforts can be made to study and remedy differences in the distribution of work assignments so that women and men faculty have an equal opportunity to do the research and publication needed for a positive tenure decision. Likewise, efforts can be made to ensure that junior women staff members are provided with opportunities to attend summer institutes, workshops, and conferences so that they might develop the specific skills needed for promotion to the senior staff.

Yes	No	NA		
			1.	Within the past two years, has your institution conducted studies or other kinds of review that evaluate each of the following?
79.9	13.3	6.6 (n=15)	a.	The distribution by sex of undergraduate and graduate, introductory and advanced, teaching assignments.
12.5	81.2	6.2*	b.	The relationship between sex, rank, and teaching load as measured by total number of contact hours and/or total number of students instructed.
12.5	81.2	6.2*	c.	The relationship between sex, rank, and number of committee assignments if applicable (i.e., if a volunteer system is not used to acquire committee members).
6.2	81.2	12.5*	d.	The relationship between sex, rank, and institutional importance of committee assignments.
12.5	75.0	12.5*	e.	The relationship between sex, rank, and assignment of undergraduate and graduate student advisees.

Yes	No	NA		
____	88.8	11.1	f.	The relationship between sex, rank, and allocation of office space and equipment if appropriate to your institution.
6.2	81.2	12.5*	g.	The relationship between sex, rank, and availability of secretarial and other support services.
18.7	68.7	12.5*	h.	The relationship between sex, administrative (or other professional) title, and actual work assignments.
12.5	75.0	12.5*	i.	The relationship between sex, rank, and nature/frequency of staff evaluations.
			2.	For men and women at the same rank, has your institution made special efforts to equalize
50.0	44.5	5.5	a.	Opportunities to teach advanced undergraduate and graduate courses?
62.5	25.0	12.5	b.	Teaching loads?
46.6	33.3	20.0 (n=15)	c.	The number of committee assignments?
53.3	29.0	26.6 (n=15)	d.	Appointments to committees of higher and lower institutional importance?
56.2	18.7	25.0*	e.	Assigned office space and equipment?
46.6	40.0	14.4 (n=15)	f.	Availability of secretarial and other support services?
53.3	33.3	14.4 (n=15)	g.	Assignment of student advisees?
40.0	33.3	26.6 (n=15)	h.	Assignment of graduate assistants?
80.0	14.4	5.6 (n=15)	i.	Assignments given male and female junior and midlevel administrators to assure opportunities to develop specific skills needed for promotion, including skills in program management and budgets?
66.6	33.3	____	j.	Travel money and released time for attending workshops, summer institutes, and conferences for professional development?
			k.	Other _____

Yes	No	NA		
12.5	81.2	6.2	3.	Does your institution assign each member of the junior faculty to senior faculty or other staff members for the purpose of preparing for tenure/promotion consideration?
43.7	50.0	6.2	4.	Has your institution developed other mentoring systems for the promotion of junior faculty and staff?

Please answer questions 5-11 if your institution is a research institution. If your institution is exclusively a teaching institution, skip this section.

Rationale for Items 5-11: Research opportunities for women at postsecondary institutions may be less than those for men. This is in part because of greater teaching loads and a greater number of committee assignments. It is also because policies and practices limiting the pursuit of research by non-tenure track or probationary faculties or research associates have a more adverse effect on women than men since women often constitute a higher percentage of these staff.

100 (n=13)			5.	Are all faculty eligible to respond to grants and contracts announcements, at least in the role of project director?
100 (n=13)			6.	Are all faculty eligible to assume the role of principal investigator or co-principal investigator of externally or internally funded research projects?
75.0	8.33	16.66 (n=12)	7.	Are research associates eligible to assume the role of principal investigator or co-principal investigator of externally or internally funded research projects?
100.0 (n=12)			8.	Does your institution maintain an office or employ an institutional official charged with providing technical assistance to members of the faculty or staff seeking to respond to grant or contract competition announcements?
			9.	Are funding sources and announcements of grant and contract competitions routinely and quickly made available to all eligible parties by
91.66	8.33 (n=12)			a. Posting in departments?
84.6	15.3 (n=13)			b. Posting in central administrative offices?

Yes	No	NA		
15.3	30.7	53.8 (n=13)	c.	Posting in the Women's Center?
23.0	23.0	53.8 (n=13)	d.	Posting in the Continuing Education Center?
92.3	7.6	(n=13)	e.	Publication in newsletters?
91.6	8.3	(n=12)	f.	Announcements in departmental meetings?
73.3	26.6	(n=15)	g.	Routine mailings to all faculty and research staff?
100.0		(n=15)	10.	Are rules and regulations regarding grant and contract applications uniformly applied to both male and female members of the staff?
91.6	8.3	(n=12)	11.	Is approval to submit grant and contract applications based on merit only, rather than sex or rank?

PROMOTION

Rationale for Topic: Women faculty are often promoted more slowly than their male counterparts, thus impeding their progress and denying them access to the highest professional ranks, such as full professorships and department chairpersonships. Women administrators similarly are often promoted more slowly than men, and only rarely to the rank of President, Vice President, or Dean. Women in senior staff positions can serve as excellent role models for students and male colleagues, and are additionally a source of talent to the institution.

Rationale for Items 1-7: Institutions can encourage upward mobility for women by providing opportunities for women to be promoted to senior positions in central administration; by advising programs, departments, and offices to do the same; and by delegating an institutional official with responsibility for receiving and responding to staff expressions of concern in regard to promotion.

Yes	No	NA		
77.7	22.2		1.	Does your institution post all announcements of senior level positions in central administration for at least two weeks before searching and hiring from outside the institution?
52.9	47.0**		2.	Does your institution encourage departments, programs, and offices to post all professional position openings for at least two weeks before searching and hiring from outside the institution?
11.7	70.5	17.6**	3.	Does the academic council or other central administrative unit conduct studies of the effectiveness of the posting system on the upward mobility of women administrators and other professional staff?
62.5	37.5*		4.	Does the academic council or other central administrative unit review all promotions of professional staff to ensure that promotions are based on consistent application of explicit criteria?
37.5	62.5*		5.	Are analyses by age and by sex conducted for each different kind of promotion?
80.0	20.0	(n=15)	6.	Has your institution delegated an office and an institutional official by name and title with responsibility for receiving and responding to staff concerns regarding promotions?
80.0	20.0	(n=15)	7.	If necessary, does your institution take remedial action to correct gender inequities in the promotion patterns of its departments, programs, and offices?

TENURE

Rationale for Topic: Although many practices related to the tenure review process may have their origins in efforts to protect academic freedom, they may also allow subtle discrimination. Where the process of tenure review is open rather than secret and relies on criteria that are explicit rather than implicit, the opportunity for equity in tenure review policies and practices is enhanced.

Rationale for Items 1-6: Institutions can take preventative measures designed to ensure that all faculty are evaluated for tenure in terms of an explicit set of criteria that are clearly understood before tenure review begins; study the effectiveness of these preventative measures on the tenure decision making process; and take remedial action where necessary.

Yes	No	NA		
76.4	17.6	5.8**	1.	Has your institution required departments to develop explicit written criteria by which junior faculty are evaluated for tenure?
			2.	Does your institution encourage openness in the tenure review process by requiring that
88.2	5.8	5.8**	a.	All faculty under tenure consideration be familiarized in advance with the tenure review process, preferably in writing?
82.3	11.7	5.8**	b.	Faculty under review be informed in advance of the criteria to be used in tenure review, both as an aid to preparing their qualifications for review and to assist in the selection of references able to address these criteria?
23.5	64.7	11.7**	c.	The faculty member under review should have the opportunity to select at least one member of his or her tenure committee?
41.1	35.2	23.5**	d.	Tenure committees of only a few members do not make decisions for the department as a whole, without input from the other tenured members of the department?
70.5	17.6	11.7**	e.	When a negative tenure vote is appealed, different faculty members review the appeal?
			f.	Other _____

Yes	No	NA		
			3.	Where scholarly research is to be evaluated, does your institution require that
56.2	31.2	12.5*		a. At least one reviewer of the candidate's research should be thoroughly familiar with the subject area of the research, even if that person must be brought in from outside the institution?
70.5	17.6	11.7**		b. To the extent possible, indices sensitive to quality (e.g., the citation index) as well as quantity are used to evaluate the quality of the candidate's scholarly research and publication?
81.2	6.2	12.5*		c. Account be taken of publications in press and of most recent publication date?
29.4	52.9	17.6**	4.	Does your institution proscribe the use of gender related criteria in letters of recommendation solicited in conjunction with tenure reviews?
12.5	68.7	18.7*	5.	Does your institution have a policy for handling inappropriate letters of recommendation containing material related to gender? (For example, returning such letters to the sender.)
58.8	35.2	5.8**	6.	Do departments review their tenure criteria periodically to determine that men and women faculty are evaluated equally stringently (as measured by a study of similarities and differences in level of scholarly research, teaching excellence indicated by enrollments, ratings or other indices, proportion of favorable letters of recommendation to total letters, etc., of faculty receiving positive tenure recommendations)?

Rationale for Items 7-10: At the level of central administration, institutions can enhance equity in the tenure review process by reviewing the positive and negative recommendations of departments, as well as the bases for these recommendations, supporting positive recommendations where merited and reversing negative recommendations where desirable.

			7.	Does the academic council or other central administrative unit review by gender the following types of information for each department and the institution as a whole?
50.0	25.0	25.0*		a. Number of faculty petitioning for tenure.

Yes	No	NA		
62.5	31.2	6.2*		b. Number of faculty recommended for tenure.
68.7	25.0	6.2*		c. Number of faculty awarded tenure.
37.5	43.7	18.7*		d. Number of faculty hired from other institutions with tenure.
6.2	88.7	6.2*	8.	Have any departments shown a repetitive pattern of inappropriately recommending tenure for members of one gender while recommending against tenure for members of the other gender?
____	25.0	75.0*	9.	If departments have been identified that show such a pattern of inappropriate positive and negative decisions as a function of gender, has remedial action been taken?
____	11.7	88.2**	10.	If it is the policy of the institution to hire most of its tenured faculty from other institutions, has this been made clear to junior faculty at the time of original hire?

Rationale for Items 11-13: In addition to preventative measures designed to enhance equity in the tenure review process, institutions can also take positive action to increase equity for women by adopting flexible policies and procedures regarding types of appointments that can be tenured. For example, an institution can have a part-time tenure ladder, with proportionate adjustments in the tenure clock, and it can award tenure to job sharing arrangements, again with proportionate adjustments in time needed for tenure consideration.

35.2	47.0	17.6	11.	Does your institution have a part-time tenure ladder?
41.1	35.2	23.5	12.	Does your institution permit sharing of a single tenure track position?
17.6	41.1	41.1	13.	Has your institution awarded tenure to faculty sharing a single position, under conditions where each faculty member is separately tenurable?

COMPENSATION AND FRINGE BENEFITS

Rationale for Topic: Nationally, women faculty on the average earn approximately 60% of the salary paid men while women administrators earn 80% of the salary paid men. Since women receive lower salaries on the average than their male colleagues, their fringe benefits are also likely to be lower. A variety of institutional efforts may be desirable to reduce disparities between men and women in compensation and fringe benefits.

Rationale for Items 1-3: Institutions can develop procedures to identify salary inequities by studying the salaries of staff as a function of education, experience, rank, and gender and take remedial action where necessary.

Yes	No	NA		
66.6	22.2	11.1*	1.	Does your institution consistently (at least annually) apply procedures (e.g., regression techniques or other nonqualitative procedures) for identifying salary inequities between male and female staff?
77.7		22.2*	2.	If salary inequities have been demonstrated, has your institution taken corrective action within a reasonable period of time to reduce these inequities?
37.5	43.7	18.7	3.	Have departments, programs, and offices been provided with guidelines intended to encourage equitable distribution of opportunities for summer employment to increase base income?

Rationale for Items 4-11: Institutions can produce equity in fringe benefits by providing fringe benefits for part-time and temporary staff, by subscribing to retirement and life insurance plans using unisex actuarial tables, and by adjustments in pensions and other benefits to compensate for identified salary inequities.

72.2	27.7*		4.	Are part-time staff eligible to receive (possibly prorated) fringe benefits, including participation in health and retirement plans?
64.7	35.2**		5.	Are temporary staff eligible to receive (possibly prorated) fringe benefits, including participation in health and retirement plans?
33.3	11.1	55.5	6.	Are staff who share a single position eligible to receive (possibly prorated) fringe benefits, including participation in health and retirement plans?
56.2	25.0	18.7	7.	Has your institution considered subscribing to a retirement plan that currently uses unisex actuarial tables in calculating pensions?

Yes	No	NA		
35.2	41.1	23.5**	8.	Has your institution considered subscribing to a life insurance plan that currently uses unisex actuarial tables in calculating benefits?
72.2	27.7		9.	Does your institution offer personal sick leave usable for illness of immediate family members?
52.9	47.0**		10.	Does your institution have parental leave for new parents?
17.6	52.9	29.4**	11.	Has your institution adjusted pensions when compensating for identified salary inequities?

SOCIAL-EDUCATIONAL CLIMATE AFFECTING STUDENTS, FACULTY, AND STAFF

MICROINEQUITIES

Rationale for Topic: A broad range of behaviors and events that perpetuate inequities for women in postsecondary education are subtle in nature. These subtle barriers, referring to verbal and nonverbal behavior, discriminating unintentionally as well as intentionally, are nonactionable in the sense that they are not likely to be formally contested in a court of law. They can be described as "microinequities," which, taken by themselves seem so insignificant that they may not be identified, much less protested. At the same time, taken together, they constitute formidable barriers to equal opportunities for women. Microinequities reduce the quality of the educational experience for students and the quality of the working experience for staff, increasing rates of attrition and impairing performance.

The following forms of subtle discrimination against women are most often reported:

Condescension: The refusal to take women seriously, as students or colleagues, communicated through posture, gesture, and tone of voice.

Role stereotyping: Expectation of behavior that conforms to the sex role stereotypes, such as passivity and deference in demeanor, and traditional course and career choices.

Sexist comments: Expressions of derogatory beliefs about women, such as the sentiments that women are inferior, lacking in originality, not serious, not intelligent and a distraction.

Hostility: Avoidance, expressions of annoyance, resentment, anger, and jokes and innuendoes at the expense of women.

Exclusion: Unintentional and intentional oversights denying women access to events (e.g., departmental functions where information needed for upward mobility may be informally exchanged).

Denial of status and authority: The refusal to acknowledge a women's position or her scope of authority (e.g., the bypassing of a women staff member by subordinates reporting to her superiors).

Invisibility: The failure to recognize the presence or contributions of women (for example, in course content).

Double standards: Differential evaluation of behavior as a function of gender attribution (e.g., the application of more stringent criteria in evaluating a woman's candidacy for tenure than a man's candidacy).

Tokenism: The discretionary inclusion of one or a few women only (e.g., as committee members or speakers).

Divide and conquer: The use of tactics that maximize the social distance of women from each other (e.g., informing a women that she is superior to other women in ability or achievement).

Backlash: The rejection of women and men who support efforts to improve the status of women (e.g., by forgetting to include them in departmental functions).

Rationale for Items 1-7: Although microinequities cannot be protested formally in a court of law, they are subject to modification. Most administrators, faculty, counselors, and other professional staff are well intentioned and would avoid subtle discrimination if they had a better understanding of the behaviors which constitute microinequities. Therefore, it is important to educate members of the postsecondary community as to the nature of these behaviors and as to how they may be avoided in relationships with students and staff.

Yes	No	NA	
100.0			1. Have responsible officials at your institution formally stated their intent to minimize nonactionable discrimination, that is, discrimination which is difficult to contest formally but nonetheless reduces the quality of the educational experience for students or the quality of the work experience for staff?
70.5	29.4**		2. Has your institution encouraged sensitization programs concerning the nature of subtle discrimination or fostered sensitization workshops by other concerned groups, such as women's groups or minority groups?
			3. Have the workshops been conducted for the following groups?
52.9	41.1	5.8**	a. Faculty.
55.5	38.8	5.5	b. Administrators.
64.7	29.4	5.8**	c. Counselors.
76.4	17.6	5.8**	d. Other professional staff.
70.5	23.5	5.8**	e. Employees.
52.9	41.1	5.8**	f. Students.
52.9	47.0**		4. Has your institution established procedures through which students or staff may regularly express their concerns about subtle discrimination within a context of anonymity (e.g., through administration of surveys or questionnaires inquiring about subtle discrimination or through such other informal complaint procedures as suggestion boxes)?

Yes	No	NA	
72.2	27.7	_____	5. Has your institution delegated an office and/or institutional official (e.g., ombudsperson) with responsibility for receiving and responding to expressions of concern regarding subtle discrimination?
94.4	5.5	_____	6. If concerns have been brought to the attention of institutional officials, has your institution investigated and taken appropriate action?
64.7	35.2**	_____	7. Have institutional officials educated and supported women in dealing effectively on their own to express their concerns involving nonactionable discrimination to their professors, advisors, or employers?

MULTIPLE DISCRIMINATION

Rationale for Topic: For women who are not members of the dominant ethnic, cultural, or racial group at an institution, who are older, physically unattractive, or handicapped, sex discrimination may be compounded by discrimination having other origins. Women subjected to multiple discrimination are least well represented as students or staff and, as members of the postsecondary community, are especially vulnerable to both subtle and overt discrimination.

Rationale for Items 1-6: Postsecondary institutions can address the needs and interests of women who are racially diverse, older, or handicapped, by studying their participation rates as students, faculty, and staff; offering courses and workshops for students; and encouraging sensitivity by faculty, administrators, and staff.

Yes	No	NA		
			1.	Does your institution gather information on
66.6	33.3			a. Enrollment and graduation rates of women representing different ethnic/racial, older, or handicapped groups?
68.7	25.0	6.2*		b. Employment of women representing different ethnic/racial, older, or handicapped groups?
87.5	12.5		2.	Do courses and programs on racial minorities include content on minority women?
81.2	12.5	6.2*	3.	Do courses and programs on older populations include content on older women?
84.6	7.6	7.6 (n=13)	4.	Do courses and programs on women include content on minorities and older adults?
31.2	68.7*		5.	Is training provided for faculty, administrators, and staff to sensitize them to the needs and concerns of minority women and older women?
75.0	25.0*		6.	Does your institution recognize achievement by women who are members of racial minorities or older or handicapped by conferring honorary degrees, by inviting them to speak at commencements, or by asking them to deliver public addresses?

SEXUAL HARASSMENT

Rationale for Topic: There is increasing concern on college and university campuses across the country about sexual harassment of women students and employees. This type of harassment ranges from the use of sexual humor and innuendo to physical threats and sexual assaults, including rape. For women, unwanted sexual approaches can produce the following effects: embarrassment, uneasiness and fear; feelings of unworth; lack of support in the learning or working environment; inability to concentrate on studies or work assignments; loss of academic or career counseling opportunities; poor grades and academic failure; and loss of job in the case of women employees. The more overt cases of sexual harassment can result in legal action; the more subtle abuses often occur without any threat of sanction against the perpetrator.

Rationale for Items 1-5: Institutions can address the issue of sexual harassment, in both its overt and subtle manifestations, through well developed and publicized procedures for considering and acting on complaints.

Yes	No	NA		
77.7	22.2	_____	1.	Has your institution established a formal policy against sexual harassment?
			2.	Does this policy have the following characteristics?
68.7	18.7	12.5*		a. Policy is applicable to sexual harassment of both students and employees.
56.2	31.2	12.5*		b. Policy has been printed and disseminated to employees and students through recognized communication channels (e.g., departmental regulations and memos, student publications).
				c. Other _____
58.8	35.2	5.8**	3.	Does your institution have well defined and well publicized procedures and resources for responding to reports of sexual harassment?
			4.	Do these procedures have the following characteristics?
77.7	5.5	16.6		a. Procedures include formal grievance channels with a due process clause.
83.3	_____	16.6		b. Procedures include informal grievance channels.

Yes	No	NA	
55.5	27.7	16.6	c. Procedures are publicized at least once a year in communication channels that are most likely to reach all members of the campus community.
17.6	52.9	29.4**	d. Procedures include evaluation of the effectiveness of the system in identifying instances of sexual harassment.
64.7	17.6	17.6**	e. Procedures include names or titles of institutional officials who are responsible for responding to reports of sexual harassment.
75.0	6.2	18.7	f. Procedures protect confidentiality of the report (although not necessarily guaranteeing anonymity to the reporting party).
56.2	18.7	25.0*	g. Procedures specify alternative actions that may be chosen by a victim in consultation with institutional officials.
			h. Other _____

5. Has your institution taken positive action to identify and eliminate sexual harassment by

27.7	61.1	11.1	a. Documenting the extent of the problem through surveys, hearings, meetings or other methods?
37.5	56.2	6.2*	b. Developing a faculty code of conduct?
23.5	70.5	5.8**	c. Disseminating written information to women students, faculty, and staff advising them as to the types of behaviors that constitute sexual harassment, their rights and responsibilities, and possible courses of action?
50.0	42.0	7.0 (n=14)	d. Including material on sexual harassment in courses concerning human sexuality?
			e. Other _____

KNOWLEDGE OF THE LAWS AND REGULATIONS

Rationale for Topic: Many conditions, policies, and practices that cause perceptions of sex discrimination may not be illegal and may be modifiable only through voluntary efforts based on good intentions. At the same time, compliance with laws and regulations should be viewed as a necessary if insufficient condition to promote sex equity. Many faculty, administrators, staff and students may not be aware of the laws and regulations or of their responsibilities and rights.

Rationale for Items 1-3: Individuals and institutions can be protected by efforts to assure that all members of the postsecondary community are knowledgeable about the laws and regulations outlining their rights and responsibilities.

Yes	No	NA		
			1.	Are all personnel involved in hiring informed of their responsibilities under the following laws?
76.4	11.7	11.7**	a.	Title IX of the Education Amendments of 1972.
87.5	6.2	6.2*	b.	The Age Discrimination Act.
88.2	5.8**		c.	The Equal Pay Act.
			2.	Are all personnel involved in admissions informed of their responsibilities under the following laws?
100.0			a.	Title IX of the Education Amendments of 1972.
94.4	5.5		b.	The Age Discrimination Act.
			3.	Are all faculty, administrators, staff, and students informed of their rights and responsibilities under the following laws and regulations?
70.5	29.4**		a.	Title IX of the Education Amendments of 1972.
70.5	29.4**		b.	The Age Discrimination Act.
70.5	29.4**		c.	The Equal Pay Act.
70.5	29.4**		d.	Title VII of the Civil Rights Act of 1964.
70.5	29.4**		e.	Executive Order 11246 as amended by 11375.

DISSENT, MEDIATION AND GRIEVANCE

Rationale for Topic: Postsecondary institutions may be able to modify policies and procedures to enhance sex equity in education and employment. At the same time, there will always be a need for effective channels through which individual students and staff can express dissent with conditions, policies, and practices perceived to contribute to sex discrimination. Whether formal or informal in nature, these channels should maximize the opportunities available to individuals and institutions to resolve concerns peacefully, without escalation into court action.

Rationale for Items 1-10: Postsecondary institutions may be able to enhance opportunities for settlement of expressions of concern by having an ombudsperson and by operating the formal and informal grievance procedures of the institution in such a manner as to protect the individual from nonresponsiveness, delays and complications, failure to protect confidentiality, threats of retaliation, and actual reprisal. Where formal regulatory efforts are unavoidable, the institution can maintain a good public image and minimize expense in financial resources, time, and effort by cooperating with investigations and agreeing to conciliation where recommended.

Yes	No	NA		
83.3	16.6		1.	Does your institution have an institutional ombudsperson, other person, or office responsible for receiving and responding to student and staff concerns?
81.2	18.7*		2.	Are the services provided by this individual or office described to members of the postsecondary community through various communication channels, such as faculty and employee handbooks, student catalog, and the campus newspaper?
			3.	Does your institution have well defined grievance procedures for the following groups of individuals?
94.4	5.5			a. Faculty.
94.4	5.5			b. Professional staff.
94.4	5.5			c. Employees.
82.3	17.6**			d. Students.
93.3	6.6	(n=15)	4.	Do the grievance procedures encourage the informal expression of a wide range of concerns related to sex equity?

Yes	No	NA		
88.2	11.7**		5.	Do the grievance procedures allow the aggrieved individual to choose from a wide range of options, both formal and informal, for resolving complaints?
75.0	25.0*		6.	Where a formal grievance is filed, do the procedures maximize the opportunity for selection of an unbiased grievance committee, for example, through random selection from a list of potential members approved both by institution and grievant?
75.0	18.7	6.2*	7.	Do the grievance procedures allow the grievant peremptory challenges of the membership of the grievance committee, for example, where there is concern about possible sex bias?
			8.	Do the formal and informal grievance procedures operate in such a manner as to protect the aggrieved individual from
94.1	5.8**			a. Nonresponsiveness?
94.1	5.8**			b. Delays and complications?
94.1	5.8**			c. Failure to protect confidentiality?
94.1	5.8**			d. Threats of retaliation?
94.1	5.8**			e. Actual reprisal?
82.3	5.8	11.7**	9.	Has your institution pledged to take strong action against any institution representatives found to engage in activities that interfere with the operation of formal or informal grievance procedures?
			10.	Has your institution ever considered resolving conflicts related to allegations of sex discrimination by
93.7	6.2*			a. Mediation or arbitration by an institutional official?
18.7	75.0	6.2*		b. Mediation or arbitration by an external agent, such as the Center for Mediation in Higher Education of the American Arbitration Association?

Yes	No	NA		
53.0	40.0	6.6	c.	Conciliation, where recommended by the Equal Employment Opportunity Commission or the Office of Civil Rights?
81.2	12.5	6.2	d.	Settlement out of court?
50.0	25.0	25.0*	e.	Consent decree?
18.7	56.2	25.0	f.	Acceptance of lower court decision in favor of a plaintiff, without appeal to higher courts?
			g.	Other _____

INSTITUTIONAL LEADERSHIP

Rationale for Topic: The "bottom line" in efforts to enhance sex equity in education and employment is institutional leadership. Without support from institutional leadership, the effectiveness of all other efforts to improve the status of women is likely to be attenuated. Institutional leadership must express its concern for sex equity in order to legitimatize that concern for others in the institution. Most institutions employ and serve women and will do so increasingly in the future. By practicing true equal opportunity, an institution may gain a long-lasting enviable reputation which will help attract the ablest students and staff.

Rationale for Items 1-5: Institutional leadership can express its support for sex equity in education and employment in formal policy statements and informal conversation, by a steady recruitment pattern in which all senior staff are delegated with responsibility for identifying and attracting women students and staff at all levels of responsibility, and by recognizing the achievements of women through invitations to deliver public addresses, speak at commencements, and receive honorary degrees.

Yes	No	NA		
			1.	Do senior officials at the institution consistently and coherently express commitment to sex equity in education and employment in
82.3	5.8	11.7**	a.	Annual Reports?
93.7	6.2*		b.	Statements of Policy and Procedure?
76.4	11.7	11.7**	c.	Recruitment Manuals?
76.4	17.6	5.8**	d.	Public addresses?
100.0**			2.	Are senior officials of the institution constantly seeking to identify women who may be candidates for staff positions at all levels of responsibility?
			3.	Have these other efforts been successful, within the last three years, in increasing the percentage of women
70.5	17.6	11.7**	a.	Holding senior administrative positions?
76.4	5.8	11.7**	b.	Employed with the rank of Associate or Full Professor?
82.3	5.8	11.7**	c.	Employed as Program Directors, Office Managers, or Department Chairpersons?

Yes	No	NA		
			4.	Has top administration recognized achievement by women within the last three years by
52.9	23.5	23.5**		a. Awarding honorary degrees to women?
52.9	23.5	23.5**		b. Inviting women to serve as commencement speakers?
87.5	6.2	6.2*		c. Inviting women to deliver other public addresses?
43.0	43.0	14.0 (n=14)	5.	Within the last three years, has the number of women serving on the Board of Trustees increased?

Rationale for Items 6-7: Many women students and staff are informally organized into networks that share information, provide mutual support, teach skills, and function as channels for inquiries and grievances. Responsible women's networks may be an invaluable ally for institutional leadership, not only by providing reliable information on equal opportunity concerns and permitting these to be addressed informally without escalation into formal grievance or court action, but also by collaborating with institutional leadership in identification and provision of needed resources.

58.8	35.2	5.8**	6.	Has your institution fostered the development of responsible women's networks by making some major space and financial allocations in support of women?
			7.	Have senior administrators developed a close working relationship with women's networks by
56.2	35.2	6.2*		a. Inviting representatives of women's groups to meet with institutional leaders on a regular basis, for the purpose of sharing concerns?
68.7	25.0	6.2		b. Inviting representatives of women's groups to attend and/or serve as members of major institution wide committees, such as the Academic Council or Faculty Senate?
50.0	43.7	6.2		c. Collaborating with women's networks in studying needed modifications in institutional conditions, policies, and practices?

APPENDIX B

APPENDIX B

PERCEPTIONS OF INEQUITY IN THE EDUCATION AND EMPLOYMENT OF WOMEN IN POSTSECONDARY INSTITUTIONS

TOPICAL AREA	CATEGORY	PERCEIVED INEQUITIES[1]
Conditions, Policies, and Practices Affecting Sex Equity for Students	*Student Access to Higher Education*	
	Undergraduate	o Using quotas: e.g., accepting 50% of male and female candidates, discriminatory if applicants of one gender are more qualified. o Denying access to female residence students for whom on-campus housing is not available, while admitting male residence students for whom on-campus housing is not available.
	Graduate	o Having central administration pre-screen all applicants, which may result in withholding of applications of qualified women to increase acceptance by departments of men. o Using subjective criteria (e.g., perception that women are not serious) to reject more qualified women, while admitting less qualified men.
	Re-Entry	o Not permitting part-time study. o Requiring part-time students to take classes only at night. o Not permitting part-time students to major in certain programs. o Not allowing enough time for degree completion. o Using criteria for comparability of courses that exclude courses taken while an extension or part-time student. o Not allowing credit for experiential learning. o Not allowing or minimizing credits that can be earned by correspondence study. o Scheduling all classes during daytime hours. o Scheduling classes too early in the morning or too late in the afternoon, making them inaccessible to women with school-age children. o Not scheduling classes in large blocks of time, making access difficult or impossible for students who cannot be on campus every day.
	Financial Aid	o Not permitting women to compete for certain types of scholarships, such as Naval ROTC or athletics. o Awarding fellowships to men while women who are equally or more qualified are eligible only for assistantships. o Discouraging (or failing to encourage) women to apply for fellowships, while encouraging men to do so. o Denying loans to women because it is expected that they will have greater difficulty paying them back because of less earning potential. o Allowing female students to engage only in lower-paying indoor work, while males are assigned higher-paying outdoor work. o Not permitting part-time students (who are more often women) to compete for scholarships or other forms of financial aid.
	Educational Programs and Extra-Curricular Activities	
	Women's Studies	o Not offering a women's studies program. o Not offering women's studies courses in traditional academic programs, when a women's studies program is not offered. o Discouraging students from enrolling in courses or programs in women's studies. o Not transforming traditional courses to include new and existing scholarship on women and men. o Refusing to acknowledge or to study literary, scientific, or artistic contributions by women.
	Non-traditional Courses and Programs	o Discouraging women from studying non-traditional subjects. o Not offering courses that enable women and others to remedy deficiencies in preparation for college-level mathematics or science. o Not encouraging women to study mathematics, science, engineering, or business, despite interests and aptitudes in these areas.
	Teacher-Student Relationships	o Interrupting contributions by women students but not by men students in class. o Recognizing men students more often than women students. o Joking about or derogating women students in class. o Not hiring or promoting women who can serve as role models and mentors for students and colleagues. o Not inviting women students to co-author papers, attend seminars, speak, or participate in other collegial activities.

TOPICAL AREA	CATEGORY	PERCEIVED INEQUITIES
Sex Equity for Students (cont'd)	*Educational Programs and Extra-Curricular Activities (cont'd)*	
	Curriculum Grading and Evaluation	o Writing letter for women emphasizing their characteristics as women, rather than their knowledge of the field. o Using curriculum materials that reinforce sex role stereotypes. o Using harsher criteria to evaluate women than men. o Delaying and obstructing approval of dissertation topics, which causes particular difficulties for women (and others) whose financial resources do not allow them unlimited time to study. o Delaying and obstructing completion of the dissertation.
	Extracurricular Activities	o Not encouraging women to take leadership roles. o Not encouraging women to participate in extracurricular activities. o Not providing administrative support for women in leadership roles.
	Honors and Awards	o Not awarding honors or prizes to women, when less or equally qualified men do receive awards. o Not admitting women to honorary societies when less or equally qualified men are admitted.
	Athletics	o Providing support services and facilities for women student athletes that are inferior to those provided for men. o Providing low per diem allowances for women travelling. o Not dividing the scholarship budget proportionately between men and women student athletes. o Requiring women coaches to coach and teach when men coaches only coach. o Providing lower salaries for women coaches. o Hiring men coaches to coach women's teams, though women coaches are available.
	Counseling	o Counseling women against non-traditional study. o Counseling woman against graduate study. o Counseling women against re-entry. o Counseling women into traditional employment. o Counseling that women are not serious students and should not have the same career expectations as men.
	Support Services and Facilities	o Not permitting married woman students to have access to low-cost married student housing if their husbands are not also students, while permitting married men whose wives are not students to have access to married student housing. o Not scheduling library hours in the evenings or on weekends. o Not providing any form of child-care service. o Not providing information or referral to off-campus child-care. o Not providing gynecological care to women students in student health care plans, while providing all services to men. o Turning outdoors lights off at night, even though classes are still in session. o Not providing escorts for students studying at night on isolated campuses. o Not providing information to students about neighborhood or campus crime (e.g., rape or burglary). o Not providing emergency telephones to security or police at multiple, accessible points around the campus. o Not having a Women's Center. o Not having a Continuing Education Center.

TOPICAL AREA	CATEGORY	PERCEIVED INEQUITIES
Conditions, Policies, and Practices Affecting Sex Equity for Faculty, Administrators, and Staff	*Access of Faculty, Administrators, and Staff*	
	Advertising	o Posting job announcements that emphasize past experience rather than skills needed to do the job. o Unwillingness to use women's networks and communication channels. o Changing job requirements without informing all applicants. o Changing job requirements after qualified but unwanted applicant applies. o Failing to publicize job openings.
	Recruitment	o Using search committees without instructing them how to search for or identify qualified women. o Feigning a search, after pre-selection of a candidate who will be hired. o Misusing ranking procedures. o Choosing between minority males and minority/majority females (in affirmative action hiring). o Using more than one set of job criteria in recruitment -- initial set that selects women candidates at first stage, followed by another set at final stage that excludes them
	Hiring	o Hiring women only for part-time positions while men are hired full-time. o Hiring women according to their accomplishments, men according to their potential. o Hiring the "most qualified" versus hiring from the pool of qualified applicants. o Hiring women into non-tenure track positions, while men are hired into tenure track positions. o Hiring women at lower ranks than those at which men are hired. o Hiring minority men to comply with affirmative action, in preference to minority or majority women. o Anti-nepotism practices or policies that result in refusal to hire women whose husbands are on the staff. o Refusing to hire women who have been involved in an individual or class action lawsuit on another campus, regardless of the circumstances or outcome of the court action.
	Contract Renewal	o Abolishing positions more frequently held by women. o Hiring women into short-term, non-tenure track positions. o Laying off solely by seniority. o Not rehiring women after leaves of absence. o Ostracizing/excluding women to encourage their leaving "voluntarily". o Paying women lower salaries. o Creating expectation that tenure will not be awarded to women.
	Professional Development	o Discouraging upward communication by junior staff. o Not providing downward communication where needed (e.g., not teaching, advising, constructively criticizing inexperienced administrators, when administrator is a woman). o Not serving as mentor or role model to women staff. o Not praising, expressing encouragement to women staff. o Not providing advice and direction (e.g., to complete advanced degree needed for eligibility for tenure or promotion). o Assigning woman to teach introductory or undergraduate courses while men teach advanced or graduate courses. o Assigning women to teach courses with larger enrollments. o Assigning women to lower-status committees. o Assigning token women to too many committees. o Assigning minority women, in particular, to too many committees on which they count double: as a minority member and as a woman. o Not informing women staff of announcements of grants or contracts completions when men staff are informed. o Not providing support services (e.g., office, laboratory) or equipment to women staff. o Requiring that only tenured faculty can be principal investigator or project director on proposals. o Permitting only "tenurable" staff to write proposals. o Informing lecturers that they are hired to teach, not to do research. o Not providing women with time or funds to attend conferences, when these are provided to men.

TOPICAL AREA	CATEGORY	PERCEIVED INEQUITIES
Sex Equity for Faculty, Administrators, and Staff (cont'd)	*Promotion*	o Promoting less qualified men over more qualified women. o Promoting men more rapidly than women. o Evaluating women who are candidates for promotion according to more stringent criteria than are applied to men. o Hiring a man from outside the institution rather than promoting a qualified woman within. o Hiring a woman into a non-tenure track position because a tenure track position is not available, and then when a tenure track position becme available hiring a man from outside instead of promoting the previously hired woman. o Providing advice to male staff as to what they must do to be eligible for promotion (e.g., complete advanced degree) while providing no advice to female staff. o Refusing to take positive actions (even when recommended by the central administration) that would lead to selection of a woman as department chairperson).
	Tenure (Department Level)	o Not disclosing procedures of tenure committee. o Not permitting candidate for tenure to choose at least one member of the tenure committee. o Having all-male committee evaluate female candidate. o Having a tenure committee of only a few members make a decision for the entire department. o Not elaborating a specific set of criteria for tenure. o Devaluing feminist scholarship (research on women's issues) o Not counting publications in press in support of tenure. o Not counting committee work toward tenure. o Not taking account of evidence of increasing productivity over time. o Using subjective criteria (not easy to prove or disprove) that emphasize difficulty in interpersonal relationships. o Not taking into account student evaluations. o Requiring a woman candidate for tenure to show evidence of greater research productivity than the tenured male members of her department.
	Tenure (Central Administration)	o Not providing timely notice when tenure is not awarded. o Over-ruling department vote and denying tenure. o Where department head and members disagree, providing unquestioning support for position taken by the department head (usually against tenure). o Refusing to consider request for reconsideration.
	Compensation and Fringe Benefits	o Not having procedures for determining pay inequities (which may range from complex regression formulas to more straightforward procedures, such as the peer ranking procedure in use at one institution). o Refusing to correct pay inequities when these are known to exist. o Not having explicit criteria for merit raises. o Awarding summer employment to men more readily than to women. o Pension plans requiring women to pay more than men earning the same salary, yet receive a lower pension. o Not allowing paternity leave.
Social-Educational Climate Affecting Students, Faculty, Administrators, and Staff	*Micro-inequities*	o Humor, ridicule, laughter at the expense of women o Treating women as sexual objects. o Trivializing achievements of women. o Expressing hostility to women. o Informing women directly or indirectly that they are not wanted. o Ignoring presence or contributions of women. o Denying authority to women. o Discouraging women informally or formally from work, study, pursuit of career. o Hiring, promoting, assigning to committees, etc. of token women. o Using tactics that turn women against each other.
	Multiple Discrimination	o Choosing between minority men and minority/majority women in hiring. o Hiring minority men with traditional values as affirmative action officers, explicitly because they will help maintain the status quo. o Appointing minority women to committees on which they are counted doubly -- as women and as minority members. o Refusing to hire older women while hiring older men. o Refusing to appoint older women to high status committees. o Refusing to work with an unattractive woman, explicitly because of her appearance.

SOCIAL AREAS	CATEGORY	PERCEIVED INEQUITIES
Social-Educational Climate (cont'd)	*Sexual Harassment*	o Making women targets of jokes about sex. o Making advances to women offering higher grade or other tangible reward based on power. o Making advances to women without promising reward or threat of punishment. o Making advances to women threatening failure (as in course or on dissertation) if there is noncompliance. o Engaging in punishable sexual offenses (e.g., exhibitionism or rape).
	Dissent, Mediation, and Grievance	
	Actions that disrupt mediation process	o Ignoring expressions of concern and specific requests. o Delays and complications in procedure. o Threats. o Failing to protect anonymity. o Refusing to cooperate in investigation by EEOC or OCR. o Refusing conciliation where recommended by EEOC or OCR. o Moving to dismiss in court actions. o Refusing to accept court rulings, appeals.
	Actions that aid mediation process	o Employing ombudsperson or other mediator. o Publicizing information to lead to easy access to mediator. o Expressing support for sex equity. o Signing consent decree in lawsuits. o Taking disciplinary action, as in cases of sexual assault.
	Knowledge of the Laws and Regulations	o Hiring and retaining AA officers who maintain status quo, discourage affirmative action, misinterpret Title IX. o Engaging in actions that violate affirmative action, while appearing to be in compliance. o Hiring women part-time (to avoid paying fringe benefits), while men are hired full-time. o Hiring women into non-tenure track assistant professorship, while men are hired into tenure track appointments. o Hiring a succession of women into a single tenure track position, each of whom is weeded out through a negative tenure decision.
	Institutional Leadership	o Not hiring or actively seeking women trustees, presidents, deans, vice-presidents, or other key institutional officials. o Not conferring honorary degrees on women. o Not having woman speakers at commencement. o Not having or actively seeking to promote women to be chairpersons of departments. o Not speaking out on behalf of equity for women in speaking engagements. o Not having an ombudsperson who is easily accessible to hear and address concerns of students and staff.

APPENDIX C

NOTE

It should be noted that the representativeness of the critical incidents in Appendix C has been tempered by several factors. We have found that some of the more outrageous incidents are simply not believed, even though we have confirmed them by the same methods and to the same degree as the other incidents. To avoid a contagion of disbelief and a backlash against all our examples, therefore, we have chosen to exclude these incidents. Some of the incidents are the focus of ongoing litigation, and their circumstances are specific enough that the persons or institutions involved might be identified. We have thought it better, therefore, to exclude these incidents as well. These considerations have not unduly biassed our selection.

Contrary to our initial expectations that by far the greater number of reported incidents would involve direct and overt discrimination, we have found that an equal or greater number concerned subtle forms of discrimination, which the women involved found as trying and inequitable in their own way as more outrageous or overt discrimination. Many examples illustrate subtle discrimination.

APPENDIX C

ILLUSTRATIVE PROBLEMS AND PROPOSED SOLUTIONS
FOR INEQUITIES IN THE EDUCATION AND EMPLOYMENT OF WOMEN
IN POSTSECONDARY INSTITUTIONS

SUMMARY OF ITEM CONTENT	*PRINCIPLES UNDERLYING ITEMS*	*SAMPLE CRITICAL INCIDENTS*
CONDITIONS, POLICIES, AND PRACTICES AFFECTING SEX EQUITY FOR STUDENTS		
Student Access to Higher Education		
Although women are now in the majority on college and university campuses, sex inequities in access to higher education continue to be reported, particularly with regard to nontraditional study, graduate study, and reentry. Items focus on:		I was told that women are too great a risk to be accepted by this department, despite the admission that my qualifications were equal to or above those of the average candidate. They recommended that I go back to literature where I belong. Namely, where women belong!
The need for statistics on the number of men and women (by race, ethnicity, and age) who apply and are admitted to undergraduate and graduate programs.	By studying statistics on applications and admissions, institutions can detect and eliminate any sex biases.	
The need for explicit guidelines to aid decision making in admissions.	Explicit guidelines that emphasize the use of gender-free criteria in decision making can minimize the possibility that sex inequities will occur.	I had been discouraged from continuing my education years ago. I attempted to reenter academic life after raising a family. I applied for admission to a graduate program in speech therapy, and was told that I could have obtained admission when I was younger, but I waited too long and now was too old.
The need for efforts to attract minority women as students at undergraduate and graduate levels.	Minority women are often underrepresented in populations of undergraduate and graduate students. Special recruitment efforts may be needed to attract them.	I was discouraged from graduate study. My advisor told me, "Women scholars are not taken seriously and cannot look forward to a normal professional career."
		A woman student applied for readmission and was advised by the Head of the Screening Committee that she would not be considered a serious student because she had left the program earlier to follow her husband to a new job. This information about her was put on the committee ballot.
Financial Aid		
Sex inequities in financial aid awards occur when financial aid is differentially awarded on the basis of gender-related criteria. According to reports, women are often at a disadvantage in obtaining financial aid. Items focus on:		The same professor who had previously discouraged my entering his department was responsible for the termination of my fellowship after one year, allegedly because I was not "serious." The charge was unjustified from every consideration, and the episode has made me extremely bitter.
The need to inform all students and prospective students of all available financial aid.	Many students may not be aware that they are eligible for financial aid. Efforts can be made to increase awareness.	In our department, at least one professor cut off funds to a married student when she became pregnant, forcing her to serve as a teaching assistant and increasing the time it took her to finish. He said that the reason for cutting off funds was that, "You should be home caring for your family."
The need for efforts to make financial aid more readily available to part-time students.	Part-time students, many of whom are women, minority persons, and older adults, often need financial aid if they are to continue their studies.	
The need for statistics on the number of men and women (by race, ethnicity, and age) who apply for and receive each type of undergraduate and graduate financial aid.	By reviewing statistics on applications and financial aid awards, institutions can detect and eliminate sex inequities.	Each year that I was a graduate student, I did not receive a teaching assistantship until the last minute, even though my grades were among the highest. I was told that my husband had a job, so I did not need the money.

SUMMARY OF ITEM CONTENT	PRINCIPLES UNDERLYING ITEMS	SAMPLE CRITICAL INCIDENTS
Educational Programs and Extra-Curricular Activities		
Sex role socialization has taught many women to "know their place", lowering their self-esteem and limiting their aspirations to lower status, lower salaried occupations that women have traditionally dominated. Post-secondary institutions have a unique opportunity to play a major role in raising women's aspirations and achievements through educational programs, extracurricular activities, honors, and awards. Items focus on:		Although male professors give lip service to including "female" development and female authors, they still consider women a "special topic." They treat "it" as they treat other special topics, devoting one lecture either to a guest lecturer who is a woman or to the subject of women. Few female authors are included in the bibliographies.
The need for new and existing scholarship on women and men to be communicated through courses and programs in women's studies, as well as through transformed traditional courses.	Although women's studies courses and programs and transformed traditional courses provide opportunities to communicate new and existing scholarship on women, they continue to be viewed as unnecessary and irrelevant by many faculty, staff, and students.	Courses taught by women about women are the only place where women are taken seriously either in terms of course content or as participants. Most faculty are not even comfortable with the use of inclusive language with respect to humanity. A female faculty member with an excellent teaching reputation proposed some changes in the required reading list for a sophomore literature course. The professor in charge of the course (who did not have an excellent teaching reputation) responded by saying: "Let me end with a nasty assumption of my own. Anyone who can't captivate classes with the greatest writers of the language -- Chaucer, Shakespeare, and Milton -- ought to give up and go into home economics."
The need to increase enrollment of women in courses and programs in mathematics, science, engineering, and business.	Most women continue to earn degrees in lower status, lower salaried occupational areas that women have traditionally dominated. Courses and programs in mathematics and science expand career options.	I was interested in majoring in crop science in the College of Agriculture and went to see my academic advisor. He encouraged me to change my major instead to horticulture, because it would not be as difficult a major as crop science. He told me that crop science required field work and would be hard for a woman to handle.
The needs of reentry students, such as for refresher courses and for courses and programs that help reentry students make the transition back to school.	Reentry students have somewhat different needs from those of traditional students, particularly if they have been out of school for some time, or if limited prior educational opportunities never provided the chance to learn study habits needed in college.	
The needs of women for positive faculty relationships, as well as for mentors and role models.	Mentoring and role modal relationships between white male faculty and white male students develop easily and naturally. Special efforts by both students and staff my be needed if such relations are also to be developed for minorities and women.	It would make a tremendous difference if there were more tenured women in the school. Untenured women are frequently away on leave, and last year all women faculty associated with my program were away. This leaves women with no back-up when they try to accomplish something innovative in their school. More senior women faculty would support women junior faculty, and in turn students would be increasingly supported. Without such support, students come to feel very powerless and almost invisible.

SUMMARY OF ITEM CONTENT	PRINCIPLE UNDERLYING ITEMS	SAMPLE CRITICAL INCIDENTS
Educational Programs and Extra-Curricular Activities (Cont'd)		As a graduate student in history, I felt the lack of women professors very much -- as models, for support, etc. I also felt the lack of other women graduate students. One of my professors (male) cuts off women while they are in the middle of answering in class. It's rarely done to men in class. Students in one of my classes did a tally and found that male professors called on men more often than on women students. What male students have to say or contribute is viewed as having more importance than what female students have to contribute in class. In classes, I experienced myself as a person to be taken lightly. In one seminar, I was never allowed to finish a sentence. There seemed to be a tacit understanding that I never had anything to say.
The need to ascertain whether there are disparities between the sexes in grading and evaluation, and if so whether these constitute sex bias.	Although faculty may not differentiate between students intentionally, women and minorities may be subjected to harsher standards of evaluation, particularly in non-traditional subject areas.	Women are subjected to more harsh criticism of papers, seminar reports, etc., by certain male members of the faculty. This criticism has at times been deliberately taunting. One member of the faculty jokes about how he has for years intimidated his female students. The moment my advisor realized that I was serious in my effort to find work after completing my dissertation, he put new obstacles between me and the completion of the dissertation, demanding a new chapter here or a new graph there.

SUMMARY OF ITEM CONTENT	PRINCIPLES UNDERLYING ITEMS	SAMPLE CRITICAL INCIDENTS
		I had a dissertation committee of five professors. One refused to sign my dissertation after it was completed, saying that he did not like the topic, the tense, and the style. He had signed approval to the proposal and voiced no objections. I feel that political factors were involved, that it was an indiscriminate use of power. I went to the co-chairman and then the dean. The committee removed the one professor and invited another reader, who approved the dissertation.
The need to ensure that all students have opportunities to pursue extracurricular activities.	Participation in extracurricular activities teaches skills and competencies that aid occupational success. All students should have opportunities to participate at all levels.	
The need for honors and awards for both men and women.	Honors and awards create opportunities to attain important educational and occupational goals. Eligibility should be determined by criteria of merit only.	

SUMMARY OF ITEM CONTENT	*PRINCIPLES UNDERLYING ITEMS*	*SAMPLE CRITICAL INCIDENTS*
SEX EQUITY FOR STUDENTS		
Counseling and Guidance		
Academic, personal, and career counseling continue to be influenced by sex role stereotypes and expectations. An additional problem for minority and older students is that they may not have equal access to counseling and guidance that is sensitive to their needs and concerns. Items focus on:		I told my advisor I wanted to continue working towards a Ph.D. He said, "A pretty girl like you will certainly get married. Why don't you stop with an M.A.?" I have received comments such as "You're not really serious about the degree, are you?" Or, "Well, it doesn't matter if you finish your thesis this year. You probably won't use it for much anyway."
The needs of women as well as men for academic, personal, and career counseling that is supportive.	Women as well as men need to be encouraged to pursue non-traditional career interests or graduate study where merited by interest and ability.	A male guidance counselor told a female student, "We expect women who come here to be competent, good students, but we don't expect them to be brilliant or original."
The need for sensitization and training programs for all faculty and staff who engage in counseling and guidance.	Sensitization and training programs can be used to create awareness of sex role stereotypes and expectations.	In many cases, I have made an appointment with a professor to talk about a specific project, and the professor has taken up the time asking about personal and emotional reactions to certain issues, leaving me without guidance. Every time I tell the chairman of my department about my dissertation, he comments, "Oh, that is a very important issue for women." While the thesis involves issues that are important for both men and women, my chairman persists in relating to me as a woman, rather than as a serious student, as if the two were incompatible.
The need to ensure that minority and older students, many of whom are women, have access to counselling and guidance.	Efforts should be made to increase equal access for all groups or classes.	Many young women come to my (female professor's) office during their senior year or M.A. work and say, "I am trained to be a social worker, but I really don't want to be a social worker." Women are often channeled into the so-called women's professions in which they supposedly can find compatible role arrangements. They enter these fields knowing beforehand or finding out subsequently that they are not intellectually attracted to such fields. A female student looking for a job was told by a male professor that, with a young child, she had no business looking for work. I was advised by faculty members not to worry too much about competing for teaching positions in better schools. They assured me that I can always "excuse" my work record by saying that I had to follow my husband's career.

SUMMARY OF ITEM CONTENT	PRINCIPLES UNDERLYING ITEMS	SAMPLE CRITICAL INCIDENTS
Support Services and Facilities		
Many colleges and universities offer a variety of courses and educational programs for different groups of students, but the opportunities to take advantage of these courses and programs may be reduced by inadequate support services and facilities. Items focus on:		A small amount of release time was given to women faculty at our college to run a Women's Center. There was space available that could be a day care center that would meet state regulations, but there was not enough time to put together a program. By the time female faculty and students had organized to start a day care center, the space had been given to another department. More college support should have been invested in helping to start a day care program so more women could attend college.
The need for child care service or referral.	Many women cannot continue, complete, or resume their studies because of child care needs. Institutions can address these needs by providing child care services on campus or by providing information and referral to off-campus services.	
The need for space allocations in support of women and women-related programs.	Space allocations for a Women's Center, a Continuing Education Center, a Center for Research on Women, etc., provide opportunities for informal social support as well as counseling, guidance, and educational programs that supplement the institution's own offerings.	I deplore the lack of lights in the main yard. This has often severely hampered my use of the libraries, unless I arrange to work with a friend.
The need for preventive measures to enhance campus safety.	Campus safety should be a major concern of all institutions.	
The need for comparable health care and insurance for men and women.	Some institutions provide a full range of health care and insurance for men, but only partial care and insurance for women. If an institution offers health care and insurance for which all students pay equally, then it should ascertain that equivalent care and insurance are provided.	Comprehensive medical insurance is provided for faculty and students at this university. Gynecological care for female faculty and students is exempted from coverage, though no exemptions are made in the coverage of male faculty and students.

SUMMARY OF ITEM CONTENT	PRINCIPLES UNDERLYING ITEMS	SAMPLE CRITICAL INCIDENTS
CONDITIONS, POLICIES, AND PRACTICES AFFECTING SEX EQUITY FOR FACULTY, ADMINISTRATORS, AND STAFF		
Access for Faculty, Administrators, and Staff		
Although many women have sought employment as faculty, administrators, and staff at post-secondary institutions, opportunities for access continue to be limited, particularly for tenurable, tenured, and senior appointments. Items focus on:		A woman professor suggested by memo to the department head that potential job openings be advertised in women's newsletters, such as those of the women's caucuses of professional associations. She listed prices, names, addresses, etc. The response by memo was that women looking for jobs should read the Chronicle of Higher Education and the APA Monitor. What led up to this incident was that the department chairman had expressed an interest in hiring qualified women candidates "if only we could find them."
The need for plans and timetables to increase access of women, including minority women.	Plans and timetables can motivate action.	
The need to use networking to make contact with individuals and organizations able to recommend women for junior and senior appointments.	Networking has successfully been used for many years to recruit men. It can also be used to recruit women.	
The need to write position descriptions that encourage women to apply.	Position descriptions may discourage applications, especially if they emphasize past experience that is not actually needed to perform a particular job or if they are worded with such specificity as to imply that only a few candidates will be eligible. Position announcements can be worded to encourage women applicants.	There was an opening at the senior level for a distinguished professor. I strongly supported the only woman candidate, a distinguished scholar even outside of her field. She had become distinguished later in life because she had raised her children. As soon as they were grown, she began to turn out books and articles. The search committee decided to hire one of the male candidates. They said that the woman had not started to publish right after she got her Ph.D., that it was several years before she started to produce. I pointed out that she had been taking care of her children. The chairman said, "We really want a person whose first commitment is to the classics."
The need to delegate one person with responsibility for ensuring that women as well as men are recruited and interviewed, regardless of whether a search committee is used in recruitment or it is the responsibility of a staff member.	Search committees and staff members do not often know how to search for women candidates. Where one person is responsible and accountable to ensure that both men and women will be recruited, opportunities are increased for identifying women for positions.	
The need to ensure that women and men are asked the same types of questions.	Candidates are not always asked the same types of questions. Where candidates are asked the same types of questions, chances for fair comparisons are increased.	
The need for decisions on appointments to be the responsibility of an administrator, rather than of a committee.	Where ranking procedures are used in selection of candidates, women are not likely to be selected. By making an administrator responsible, the opportunities for selection of women candidates are increased.	An associate professor submitted a list of women candidates for a senior position, all of whom were rejected out of hand. A senior male faculty member said, "Would you want the first woman in this position to be anything less than brilliant in her field?"
The need for accountability in setting terms and conditions of appointments.	Efforts are needed to ensure that male and female candidates are offered terms and conditions of appointment that are comparable.	A woman candidate applied for a job, and the university flew her out for an interview. There was a flight delay that caused her to miss the scheduled appointment. She requested another interview and was told it was too late. She later found out that the administration had offered the post to somebody else even before she had made her trip. The department chairman offered a post to a woman candidate, but the salary was lower than she had wanted. When she turned down the offer, a higher salary was offered to the "second choice" candidate, a white male, who had been the actual preferred candidate. This is a system by which a department can claim that a good faith attempt was made to hire a woman.

SUMMARY OF ITEM CONTENT	PRINCIPLES UNDERLYING ITEMS	SAMPLE CRITICAL INCIDENTS
Professional Development of Faculty, Administrators, and Staff		
Many women report that they are overburdened with excessive teaching loads, committee assignments, and administrative responsibilities that far exceed those of male colleagues. As a result, opportunities for professional development are fewer. Items focus on:		Every day is hell for me (older female assistant professor). I am expected to teach, do research, be an administrator, supervise master and doctoral theses. I get release time from one course to administer the women's program for the entire university, which pays a quarter time salary, and I'm supposed to spend the other three quarters as professor of anthropology. But the women get all my time, and my research is put aside. Every time I do one more administrative task that's just desperate to be done for the women's program, my tenure prospects suffer.
The need for studies or other kinds of review that evaluate teaching, committee, and administrative assignments as well as support services and facilities.	By studying the distribution of work assignments, as well as availability of support services and facilities, institutions can detect and remedy sex inequities in opportunities for professional development.	
The need for opportunities to be made available for non-tenured faculty and research associates to assume the roles of principal investigator and project director of internally or externally funded projects.	Many institutions do not permit non-tenured faculty or research associates to assume the role of principal investigator. These policies may discriminate against women, who are often over-represented in untenured positions.	I have had years of training and experience. I've taught, I've published, I've done lots of field work. But all this experience is not seen as valuable, because I'm a female. If a man does not follow the standard academic path, he's bringing "rich non-campus experience" to the job -- in a woman, it's lack of focus. I watch all the young men come in. At 26, they're assistant professors. At 32, they're associates. By 36, they're at the top. And it makes me furious. An untenured female faculty member put together a research proposal and won preliminary backing from the National Science Foundation. However, her university research director then refused to authorize the proposal based on the fact that the woman was not tenured. However, she could submit her proposal if someone else with the proper credentials signed on as co-principal investigator. The research director himself took on the task of co-principal investigator, despite the fact that his field is linguistics and the project was in the natural sciences. On the other hand, a male faculty member was allowed to submit a grant proposal, even though he was also untenured.

SUMMARY OF ITEM CONTENT	PRINCIPLES UNDERLYING ITEMS	SAMPLE CRITICAL INCIDENTS
Contract Renewal for Faculty, Administrators, and Staff		
More women than men revolve through the doors of post-secondary institutions without being promoted or awarded tenure. Many perceive that they are terminated for reasons that are not related to merit or that they have been harassed into resigning. Items focus on:		A female professor was told that her professional interests should match those of the English Department. Specifically, she was told that her "zealous interest in literature imaging women, or literature written by women must take secondary importance, since there is no great demand for such courses at the college." Male faculty members were not told what directions their courses must take. Her third year contract was not renewed.
The need for explicit, written criteria by which performance is evaluated.	Many women are evaluated by more stringent criteria than those used to evaluate men. Efforts are needed to ensure that the criteria are the same and that members of one gender are not judged more stringently than members of the other.	
The need for frequent evaluations.	Frequent evaluations can provide staff with opportunities to assess strengths and weaknesses, as well as to develop realistic expectations about continued employment. Staff evaluations must, however, be based on the application of explicit criteria.	
The need for all departments, programs, and offices to report on all contract renewals and non-renewals, suspensions, dismissals, and resignations, and for these to be studied for evidence of gender differences.	By collecting and analyzing these data, an institution can detect and remedy differences that show evidence of sex inequity in retention patterns.	
Tenure and Promotion of Faculty, Administrators, and Staff		
Tenure and promotion decisions are sometimes capricious and unfair, particularly when a highly qualified woman does not receive a positive recommendation while a less qualified man does. One result has been the filing of court suits alleging sex discrimination. These often require years to litigate and leave both plaintiff and defendant exhausted and defeated, whatever the outcome. Items focus on:		A female faculty member came up for promotion and tenure at the same time as a male colleague. A publication of his was cited as a book, hers as a pamphlet. Both were, in fact, monographs of comparable size. The description of both had been inaccurate, but men evaluating the woman's publication saw it as less important than the man's publication. A faculty member was denied tenure because her teaching was called "disastrous" and she supposedly "demonstrated a complete inability to organize and convey a substantive body of information to students." In the several years she had taught there, there had been no criticism of her teaching, and the department head had once attended a lecture of hers and told her that it was a great lecture. I was getting enormous "merit" raises, which led me to believe that tenure would be no problem. It turned out that the raises were given to compensate for my pay having been much lower than that of male colleagues, and had nothing to do with merit or tenure. I did not get tenure.
The need for explicit, written criteria in terms of which faculty, administrators, and staff are evaluated for tenure or promotion.	Explicit written criteria protect both individuals and institutions from arbitrary evaluations.	
The need to make tenure or promotion reviews as open and objective as possible.	Open and objective procedures also protect both individuals and institutions.	
The need to collect and review information on the number of faculty, administrators, and staff who receive tenure or promotion.	By studying data on tenure or promotion decisions, differences related to sex, race, or age can be detected. Remedial action can be taken.	
The need for remedial action where necessary.		

SUMMARY OF ITEM CONTENT	PRINCIPLES UNDERLYING ITEMS	SAMPLE CRITICAL INCIDENTS
Compensation and Fringe Benefits		
Women faculty, administrators, and staff continue to earn less than similarly qualified men. Items focus on:		
The need for salary equity studies and for correcting salary inequities where identified.	Salary inequities can be identified and corrected with the use of an appropriate regression formula.	
The need for all faculty, administrators, and staff, including part-time and temporary employees, to be able to participate in health and retirement plans.	Many institutions are increasingly relying on part-time and temporary faculty, administrators, and staff. Many of these are women, who are often not eligible for participation in health and retirement plans. They can and should be made eligible for participation in these plans.	

SUMMARY OF ITEM CONTENT	*PRINCIPLES UNDERLYING ITEMS*	*SAMPLE CRITICAL INCIDENTS*
SOCIAL-EDUCATIONAL CLIMATE AFFECTING STUDENTS, FACULTY, ADMINISTRATORS, AND STAFF		
Micro-Inequities		Micro-inequities reported by students:
A broad range of behaviors and events that perpetuate inequities for women as students and employees are subtle in nature. Items focus on:		In classes, I experienced myself as a person to be taken lightly. In one seminar, I was never allowed to finish a sentence. There seemed to be a tacit understanding that I never had anything to say.
The need for sensitization programs and workshops for faculty, administrators, staff, and students	Subtle discrimination cannot be formally protested. However, staff and students can be educated as to the kinds of behavior that constitutes non-actionable discrimination and how to avoid them.	Two of the tenured professors in my department remember the names of male graduate students, but somehow have trouble remembering the names of women graduate students. Although there are 1¼ times as many men as women on campus, professors seem to get the women confused with one another.
The need for procedures through which students or staff may regularly express concerns about subtle discrimination within a context of anonymity.	Subtle discrimination must be called to the attention of responsible institutional officials and remedial action taken where necessary. Administration of surveys or questionnaires inquiring about subtle discrimination, or other informal complaint procedures such as suggestion boxes can make it possible to express concerns anonymously.	When I was a graduate student, a male professor said to me: "I know you're competent, and your thesis advisor knows you're competent. The question in our minds is, are you <u>really serious</u> about what you're doing?"
The need for institutional officials to educate and support women in dealing on their own to express concerns involving subtle discrimination to professors, advisors, or employers.		A male professor said to a female graduate student, "You're so cute. I can't see you as a professor of anything."
		Back in graduate school, male students protested when I was assigned to grade their papers. They had never met me. They weren't criticizing my work. They simply said they did not want to be evaluated by a woman. I've learned not to let these things hurt. They're so outrageous, they're funny.
		Microinequities reported by faculty, administrators, and staff:
		The day an article of mine came out in a prestigious journal read by everyone in my department, no one even commented.
		Whenever I am introduced by members of my department, it is "Professor ___, Professor ___, and Mrs. ___, though I have a Ph.D. and am a professor also.
		At a small college in the midwest, I was hired into a position equivalent to Vice-President for Student Affairs. The tradition had always been that officers would be invited to the President's dinners and cocktail parties. I was never invited, from the time I arrived to the time I left the college.
		At the announcement of a book written by a female faculty member, one male said, "After all, it's only her dissertation, and you know her advisor must have written most of that."

SUMMARY OF ITEM CONTENT	PRINCIPLES UNDERLYING ITEMS	SAMPLE CRITICAL INCIDENTS
Multiple Discrimination		
For minority women, older women, and handicapped women, sex discrimination may be compounded by discrimination based on race, age, or handicap. Multiple discrimination, like other forms of subtle discrimination, cannot easily be formally protested. Items focus on:		A male colleague (white) came by with information about a job opening at another university. He thought that I (Black female) might be interested in applying. He was indicating, certainly, that he didn't think it appropriate for me to be there (at the university where she was employed at the time).
The need for information on enrollment and employment of women representing different ethnic/racial, older, or handicapped groups.	By collecting and reviewing data on enrollment and employment of women and men by race, age, and handicap, institutions can detect inequities.	A male student who received a bad grade called me a nigger. This is discrimination, certainly on the basis of race, and possibly of sex. The student most likely would not have made the comment if the institutional climate did not somehow allow this sort of behavior.
The need for courses and programs on women to include content on minority women, and the need for courses and programs on minorities and older populations to include content on women.	Multiple discrimination, like other forms of subtle discrimination, can be reduced through education.	More and more as a minority female, I am defined by my ethnicity. Everything I do is related to my Chicana status. When I go to a social gathering at the university, I become the "Chicana spokeswoman." All they want to talk about is women's issues, minority issues. I have other interests and experiences.
The need for training for faculty, administrators, and staff to sensitize them to the needs and concerns of minority women and older women.	Faculty, administrators, and staff may need to be educated as to the needs and concerns of different ethnic/racial groups, older populations, and handicapped populations, as well as to the forms of behavior that constitute multiple discrimination.	Two minority female students were waiting in line to see their academic advisor. The person just ahead of them was white. The advisor took quite an amount of time with the white student. He talked and laughed with him, etc. When it came time for the minority students, he spent less time and had a different attitude. He was more brisk and business-like in manner.
		A (white) professor came into my (Black female's) office and said, "You are the most arrogant person I have ever met, and I suggest you seek therapy for your arrogance." He told me he was unable to keep a (white) man because of my arrogance. I am assertive and ambitious. Some people don't know how to deal with an ambitious Black woman.
		I (Black female administrator) was asked to chair a panel of white women. I turned it down. A panel of white women cannot speak for all women. A panel of Black women cannot speak for all women.

SUMMARY OF ITEM CONTENT	PRINCIPLES UNDERLYING ITEMS	SAMPLE CRITICAL INCIDENTS
Sexual Harassment		
Sexual harassment of students and employees has become an issue of increasing concern. This type of harassment ranges from the use of humor and unwanted sexual approaches to physical threats and sexual assaults. Unwanted sexual approaches can produce embarassment, fear, inability to concentrate, poor grades and academic failure, and loss of job in the case of employees. Items focus on:		After the quarter was over, he invited me by phone to meet him at a coffee shop, presumably to discuss my paper. Perhaps I was being overly naive, but I was surprised when he did not even bring the paper with him. He proceeded to make various crudely obvious sexual propositions, inviting me to "experiment sexually" with him and to go over that night to his home for dinner... trying to put an arm around me, touch, etc.
The need for institutions to issue formal policy statements against sexual harassment of students and employees.	Students and staff need to be made aware that sexual harassment will not be tolerated. Studies show that formal policy statments can be effective in reducing instances of harassment.	I find it very disconcerting to be carrying on a serious conversation with a male faculty member, only to notice that his eyes are fixed, not on my face but at the level of my breasts, not a casual glance, but a lingering, persistent stare.
The need for procedures and resources for responding to reports of sexual harassment.	Most incidents of sexual harassment go unreported, in part because of embarrassment, and in part because of fear of reprisal. Procedures and resources are needed that make it possible to report harassment and to take effective action.	A female student at a prestigious university was forced to choose between unwanted sex with a professor or a lowered grade. She was doing B work, hoped for an A, and ended up with a C when she refused his advances.
The need for institutions to take positive actions to identify and eliminate sexual harassment.	Although procedures and resources may increase willingness to report harassment, institutions should take the initiative in identifying and eliminating unwanted sexual behavior.	A female student reported, "I was discussing my work in a public setting, when a professor cut me off and asked me if I had freckles all over my body."
		A professor said, "Your sweater looks big enough for both of us."
Knowledge of the Laws and Regulations		
Many conditions, policies and practices that cause perceptions of inequity may be modifiable only through voluntary efforts based on good intentions. At the same time, compliance with current laws should be viewed as a necessary condition to promote sex equity. Items focus on:		We had a full-time opening in biology. The chairman remembered his friend from graduate school. He said, "Okay, this is what we'll do. I want to get ___ for the job because he is doing some really interesting work. So I'll give him a call and see if he wants it. But first we have to set up a committee, advertise the job, make a list of women and minorities and all that stuff to satisfy the affirmative action people. Then we'll hire ___." They were entirely open about it. I was only a graduate student and I had no power, but I was still amazed that they hadn't the decency to pretend they were being fair.
The need for personnel involved in hiring to know their responsibilities under the law.	According to reports, some practices related to employment of faculty, administrators, and staff have not been in compliance with current laws. Personnel need to know the laws and that the institution intends to enforce them.	
The need for personnel involved in admissions to know their responsibilities under the law.		
The need for all faculty, administrators, and students to know their rights and responsibilities under the law.	Many students and employees do not know the laws that protect their rights and define their responsibilities. Efforts are needed to increase their awareness.	

SUMMARY OF ITEM CONTENT	PRINCIPLES UNDERLYING ITEM	SAMPLE CRITICAL INCIDENT
Dissent, Mediation, and Grievance		
Post-secondary institutions may be able to modify policies and procedures to enhance sex equity in education and employment. At the same time, there will always be a need for effective channels through which individual students and staff can express dissent with conditions, policies, and practices perceived to contribute to sex discrimination. Items focus on:		I have a complaint to make to the department chairman. I cannot confront him directly, because that would be tantamount to challenging his authority, yet I have no peers on the staff who will speak for me. My peers are mostly males, and a large number of them can see no reason for me to complain, even though I am teaching twice the number of classes for half the pay.
The need for an ombudsperson, other person, or office responsible for receiving and responding to student and staff concerns.	Few reporting mechanisms or procedures currently exist at many institutions for resolving concerns peacefully and informally, without fear of reprisal. An ombudsperson, other person, or office should be responsible for receiving and responding to concerns.	Following considerable pressure from women students, the university set up a grievance procedure to consider sexual harassment charges. However, one member of the committee is himself a harasser.
The need for well-defined grievance procedures for faculty, administrators, staff, and students.	Well-defined grievance procedures that protect people from non-responsiveness, delays, and complications, failures to protect confidentiality, threats of retaliation, and actual reprisal can also prevent escalation into legal action.	The institution set up to monitor the status of women at our university, the Committee on the Education of Women, did not meet all fall term, though it had crucial matters to deal with. The university could not manage to appoint a chairperson.
The alternatives to court action in conflicts related to allegations of sex discrimination.	Court suits alleging sex discrimination may last years and leave all partices defeated, whatever the outcome of court action. Alternative courses of action should be considered.	A male faculty member joined in a sexual harassment case filed against the university on the grounds that his ability to teach women and his relationships with female students was adversely affected by sexual harassment on the part of other male faculty members. He was subsequently denied tenure. He has since left the university and now teaches at another university in the west.
		Members of my department refused to talk to me after I filed a grievance complaint against the university for sex discrimination. They all clammed up and avoided any contact with me. The pressure to resign was too great. After a few months, I left the department.
Institutional Leadership		
Institutional leadership must express its concern for sex equity to legitimate that concern for others in the institution. Items focus on:		
The need for senior officials to express commitment to sex equity in writing and in speech.	By expressing their concern for sex equity, institutional leaders can make sex equity a concern of others in their institutions.	
The need for top administrators to recognize achievement by women, including minority women.	By recognizing achievement by women, as well as by men, institutional leaders can strengthen the perception that women and men are comparably qualified to serve in senior as well as junior positions in colleges and universities.	
The need for institutional leaders to work closely with responsible women's networks to identify and provide needed resources.	Women and institutional leaders can and should be allies in efforts to increase sex equity.	